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TEACHER'S SOURCE BOOK

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Parts 2 to 5

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LANGUAGE EXPERIENCE READING PROGRAM

TEACHER'S SOURCE BOOK

LEVEL 4

PARTS 2 to 5

DEVELOPMENTAL SKILLS LESSONS

Part 2 WORD PERCEPTION

Part 3 SPELLING

Part 4 INTERPRETATION

Part 5 LISTENING

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The *Teacher's Source Book, Level 4* is available in two editions: (1) as a complete book; (2) in two sections, the first of which contains Part 1 of the complete book, the second of which comprises Parts 2 to 5 of the complete book.

The section entitled *Teacher's Source Book, Level 4: Parts 2 to 5* comprises the Developmental Skills Lessons for the Level 4 program. Suggestions for the place and pacing within the program of these skills lessons in Word Perception, Spelling, Interpretation, and Listening will be found in the *Teacher's Source Book, Level 4: Part 1*, which contains Suggestions for the Program Organization of Blocks 86-133 and the Integrated Language Units.

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MEMORANDUM FOR THE DIRECTOR

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PART 2 WORD PERCEPTION LESSONS LEVEL 4

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LESSON 1

Review—
visual-auditory
perception of
c, f, h, l, m,
n, t, w, y, z

auditory perception

1. Prepare picture cards or sketch the following objects in a row across the board:

cake	fence	hat	lamp	mitts
nest	table	wagon	yarn	zebra

Place c, f, h, l, m, n, t, w, y, and z letter cards on the chalkboard ledge. Have the pupils match a letter card with a picture whose name has that beginning consonant.

auditory perception
of the sounds
represented by
consonants in
beginning,
medial, or
final positions

2. Use the following words in groups:

<u>y</u>	<u>c (k-sound)</u>	<u>f</u>	<u>h</u>	<u>l</u>
yarn	cake	fence	hat	lamp
yellow	cow	food	him	look
yes	duck	rifle	hen	sailor
you	doctor	off	ahead	pencil
<u>m</u>	<u>n</u>	<u>t</u>	<u>w</u>	<u>z</u>
mitts	nest	table	wagon	zebra
mole	name	today	wing	zoo
number	Andy	later	we	sizzle
jam	fun	meet		buzz

Have the pupils listen as you pronounce the words in each group, and tell where in the word they hear the sound represented by the indicated letter — at the beginning, at the end, in the middle.

visual-auditory
perception of
consonants

3. Write each group of words on the board. Have the letter marked and the word pronounced.

consonant
substitution
(initial)

4. Write the following sentences on the board (or have them mimeographed ahead of time). Underline the words as indicated. Have the pupils read each sentence. Discuss the underlined word and how the pupils knew what it was. Have them give another word that they could have used to substitute the initial consonant. For example, in the first sentence, they could have thought of the word *came*, substituted a t, and read *tame*.

For your convenience, a likely word for substitution is given in brackets after each sentence.

- Tame animals make good pets. (came)
- The baby sleeps in a cot. (not)
- If we make a noise, the baby will wake up. (make)
- I have a new fingernail file. (mile)
- He has a cane because he is lame. (came)
- There is a long hall in the school. (ball)
- It is only noon. You can't go home yet. (get)
- They will grind the wheat at the mill. (will)

consonant substitution (final)

5. Have the pupils provide answers for the following riddles by substituting the final consonant in each key word. Write the key word on the board. Give the riddle. Have a pupil change the key word to the word he thinks is the answer. Have the pupil say the two words (for example, *ham*, *hat*).

	Key word	Riddle
a)	ham	Something you wear on your head
b)	fat	Something to cool you in hot weather
c)	tin	A boy's name
d)	pit	Something to take when you're sick
e)	man	You step on this when you get out of the bathtub
f)	but	The sound a bee makes

Independent Exercise

Practice Book

Use page 2.

Review—
visual-auditory
perception of
b, d, g, p, k, v,
x, r, s, j, q

LESSON 2

auditory perception

1. Prepare picture cards or sketch the following objects in a row across the board:

ball	dog	gate	jump	kite	pig
queen	valentine	rabbit	sun	box	

Place b, d, g, p, k, v, s, r, x, j, and q letter cards on the chalkboard ledge. Have the pupils match a letter card with a picture whose name has that beginning consonant. Have the pupils give other words that begin with each consonant.

2. Write the following groups of words on the chalkboard:

a) ball	b) dog	c) gate	d) pig	e) kite
best	dear	begin	purse	baker
number	daddy	jingle	apple	take
cub	sad	bag	cap	duck
f) van	g) box	h) rabbit	i) sun	j) jump
never	fix	red	seed	jiggle
live	fixed	hurry	also	pyjamas
valentine		car	box	
k) queen				
question				
queer				
equal				

For each group of words have the pupils:

- read the words in each group;
- match the first word with a picture and a letter card according to the beginning consonant;
- underline the initial consonant in that word;
- underline the same consonant in the other words;
- re-read the list, listening carefully for that consonant and noting its position in each word.



You will need to point out to the pupils words in which final e is silent, and thus the final consonant that is heard is not the last *letter* of the word. (For example, *take*) Also, double consonants and the sound represented by ck may be noted. Specific lessons on these points are provided later.

consonant
substitution
(initial and
final)

3. Use the words that you have already listed in groups on the board. Have the pupils substitute, where possible, using the consonants on the cards, to make new words. Place the consonant card over the first letter of the word on the board and have the pupils pronounce the new word.

The following words are suggested for your use:

<u>best</u>	<u>cub</u>	<u>dear</u>	<u>sad</u>	<u>gate</u>	<u>bag</u>
pest	cud	gear	Sam	date	bad
rest	cup	rear	sap	rate	bat

<u>pig</u>	<u>cap</u>	<u>jump</u>	<u>sun</u>	<u>boss</u>	<u>fix</u>
big	cab	bump	bun	box	fig
dig		pump	gun	bog	fib

<u>red</u>	<u>king</u>	<u>take</u>
bed	ring	tape
	sing	

Independent Exercise

Practice Book

Use page 5.

Review—
consonant
blends

LESSON 3

1. Write the word *pump* on the chalkboard. Have it pronounced and the beginning sound identified.

Change the word to *plump*. Have it pronounced and the beginning sounds identified.

Have *plump* pronounced again and have the pupils note that the two sounds represented by pl are spoken almost as one sound.

Review the term “blend” and relate it to the beginning sound of *plump*.

Continue as above with the following pairs of words:

say	sip	pay	boom	dive
slay	slip	play	broom	drive
send	pan	tam	sit	bind
spend	plan	tram	spit	blind

2. If your pupils need further practice with recognition of consonant blends, the following list of words is provided for your convenience.

brown	flag	swing	snow
drip	plum	swim	skates
grass	blue	sway	stain
train	glass	twin	scare
frog	clean	twelve	smoke
crawl	sled	twist	speak
pray			

Have pupils give other examples of words beginning with the various blends. Write them on the board as they are given.

special
consonant
blend—qu

3. Write the words *quick*, *queen*, *quack*, on the chalkboard. Have them pronounced. Underline the letters qu. Tell the pupils that the letters qu represent a consonant blend — kw.

Pronounce the words and have the pupils listen for the kw sound.

Have the pupils identify and pronounce the following words:

quack	queer	quit	quake	quilt
quart	quarter	question	quiet	

Have the pupils note that q is always followed by u in English spelling.

substitution
of blends

4. Write the following underlined words on the board. Have each identified. Erase *my* and write *cry*; have it identified. Have the pupils explain how they know what the word is; relate its identification to the word *my*. Continue in this way with the rest of the words in the list and those in the other lists.

<u>my</u>	<u>see</u>	<u>find</u>	<u>like</u>	<u>best</u>
cry	tree	grind	trike	crest
dry	free	blind	spike	
fry	flee			
pry	glee			
try				
sky				
spy				
sty				

addition of
blends

Follow the above procedure with the following words in which the blends are added to the key word.

<u>it</u>	<u>am</u>	<u>an</u>	<u>in</u>
grit	swam	plan	skin
flit	clam	scan	grin
spit	tram	span	spin
slit	cram		
quit			

use new words
in context

5. The following sentences contain some words from the above lists that may be unfamiliar to the pupils. Write the sentences on the board; have them read and discuss *briefly* the meanings of the underlined words. Encourage the pupils to use the context to discover meaning.

- a) Father cut his finger on a long spike as he tried to pry the box open.
- b) Scan the page in your reader to find the horse's name.
- c) I swam to the bottom of the lake and found a clam.
- d) The baby laughed with glee as she watched the butterfly flit from flower to flower.
- e) The wind blew a piece of grit into the child's eye.
- f) The crowded tram stopped at every street corner to let more people on.
- g) The rabbit tried to flee from the hungry fox.
- h) The men were working on a bridge to span the river.

Independent Exercise

Practice Book

Use page 7.

Visual- auditory
perception of
three-letter
consonant blends—
str, scr, spr,
spl, squ

LESSON 4

1. Write the word *rain* on the board and have it identified. Add a t to the beginning of the word and have *train* pronounced. Now add s to the beginning of *train* and have the new word pronounced — *strain*.

Underline the three consonants at the beginning and tell the pupils that some words have three consonants that blend.

Continue as above with the following groups of words:

rap	ray	ring
trap	tray	spring
strap	stray	string

2. Use the following words for further practice with three-letter consonant blends:

street	spray	scream	split
straw	sprain	scrub	splash
strip	sprang	screen	
streak	spread	scratch	square
stream	sprinkle	screw	squeak
strong			squeeze
			squirrel

3. Have the pupils read the following sentences. Have the underlined words identified.

- a) Susy sprained her ankle and scratched her arm when she tripped.
- b) The children scrambled quickly up the hill to see the strange animal that was squeaking.
- c) The buds began to sprout in the spring.
- d) When I stroked the kitten, he stretched and then scratched me.
- e) Do not squeeze or strike the squirrel.

Review—
consonant digraphs
sh, ch, wh, th

LESSON 5

1. List the following words on the board:

—in initial
position

cheese	chum	whip	which
shine	shut	thick	
thin	thief	where	
wheat	why	wheel	

Have the pupils find, and pronounce, a word on the board in response to your direction.

For example :

“Find a word that rhymes with *reef*
and begins like *thank*.” (thief)

Proceed in a similar manner with the following list:

<u>rhymes with</u>	and	<u>begins like</u>
sky		when
eat		when
come		church
pine		shoes
hip		when
nut		shoot
chick		thimble
hair		when
please		children
heel		when
hitch		when



Identify the digraphs as “the c-h sound,” “the s-h sound,” etc. Have the pupils circle the digraphs in each word.

2. List the following words on the board:

—in final
position

fish	with	ranch
rash	bath	march
slush	birth	birch
	tooth	beech
		church

Have each column of words read aloud. Ask what sound is heard at the end of the words. Have the digraph circled in the words.

*Other Words to Use

These words are provided for your convenience to use if your pupils need additional practice.

<u>sh</u>		<u>th</u>		<u>ch</u>	
fresh	rush	math	booth	screech	French
hush	push	path	berth	lurch	
hash	cash	moth		bunch	
flash	wish	lath		arch	
splash	swoosh	teeth		pooch	

special sound
represented by
wh, th

3. Have the pupils read the following lists of words. Have them note that wh and th represent *two* sounds.

- | | | |
|---------|---------|--------|
| a) what | which | b) who |
| whale | while | whose |
| wheat | whip | whole |
| when | whistle | whom |
| where | white | |
| why | | |

Have the pupils note that the most common sound represented by wh is that of *what*.

- | | |
|----------|---------|
| c) thank | d) than |
| thin | then |
| thick | that |
| thief | the |
| thing | there |
| thorn | them |
| thought | this |
| thousand | though |
| three | |
| thread | |
| through | |
| thumb | |

Have the pupils note that the most common sound represented by th is that of *thank*, but remind them that if they are unsure, they should try both sounds to see which one sounds "right."

Exercise

4. Have the pupils:

- read the following paragraph (either from the board or mimeographed);
- underline the words that have one of the four digraphs;
- read the paragraph again;
- identify the underlined words.

"You may have anything you wish for lunch," said Mother.

"I want fish and chips and orange crush," said Chuck. "And a big dish of chocolate pudding to finish up with."

"I want mashed potatoes with chicken gravy and cherry punch," said Shirley. "Then I will have white cake and sherbet for dessert."

Independent Exercise

Practice Book

Use page 9.

LESSON 6

1. Write the following words on the board:

teacher inches splashed other

— in medial
position

Have the words read and the digraphs circled in each. Ask the pupils for other words in which the digraph is in the middle of the word. You may get:

southern	pitcher	ashes
northern	preacher	bishop
weather	rancher	bushel
leather	mischief	seashore
either	butcher	mushroom
brother		
mother		
father		



Note that the wh combination appears only at the beginning of words, except in some compound words such as *nowhere*, *somewhere*, *somewhat*.

use the words
in context

2. Have the pupils:

- read the following sentences;
- identify the underlined words;
- discuss how they recognized the underlined words;
- discuss any difficulties in meaning.

- a) The chief of police will catch the thief.
- b) He gave a loud whistle when he sat on the thistle.
- c) They smash rocks into crushed stone.
- d) Take that path to see a bunch of flowers growing in the bush.
- e) The baby likes to splash in his bath.
- f) Who chose those roses?

Exercise

3. Write the following exercise on the chalkboard (or mimeograph it). The pupils choose a word from the list that fits each meaning. Have the correct word written beside its meaning.

- | | |
|-----------------------------------|----------|
| a) A large boat | choose |
| b) A covering for a person's foot | cheek |
| c) A place where things are sold | ship |
| d) A short thick finger | whisper |
| e) A clear shrill sound | thank |
| f) Pick out something | thumb |
| g) A very softly spoken sound | white |
| h) The fifth day of the week | Thursday |
| i) The color of snow | whistle |
| | shoe |
| | shop |

LESSON 7

1. List on the board:

all	doll	ill	pull	sell
tall	roll	pill	full	well
ball		till		yell

llHave the lists read. Pupils should note that the ll represents only one sound.

Now write the following pairs of words:

ball	pull	pill	well	yell
balloon	pulley	pillow	welcome	yellow

Have the pupils read these words and note that *one word* has only one letter l, but that the sound represented by one l or two remains the same.

2. Follow the same procedure with f and s using the words listed.ff

staff
stiff
stuff—stuffing
puff
Jeff

ss

pass — passing	miss—mistake
fuss—fussy	hiss
muss	loss — lost
mess	less — lesson
	dress



It is not the purpose of this lesson to have pupils formulate rules, but rather to show that, while *in general* most consonant sounds are represented by one letter, some words spell the consonant sound with two letters.

double
consonants
in names

3. List the following on the chalkboard or use pupils' names that have double consonants:

Jimmy	Teddy	Freddy	Bobby
Billy	Patty	Daddy	Buddy
Mommy	Fanny	Harry	

Have the pupils read the list and note that all are familiar forms of formal names. Have the double consonant circled in each name.

recognizing
other double
consonants

4. Use as many of the following words as necessary to establish the idea that in most words where they occur the double consonant represents only *one sound*.

rabbit	little	butter
hammer	puppet	middle
supper	dinner	nibble
button	wiggle	robbers
		account

exception

* Have the pupils note the exception, cc, in these words:

accident

accept

use the words
in context

5. Have the pupils read the following sentences. Discuss any problems in recognition.

- a) Bobby Rabbit had a habit of nibbling on the ribbon.
- b) The winner would have dinner with Bobby and Betty.
- c) Mr. Muddle made some pudding.
- d) The little button was found in Molly's rubbers.
- e) The butter at the bottom was too bitter.
- f) She was pulling at her pillow when it lost its puffy stuffing.

Independent Exercise

Practice Book

Use page 11.

Review—
short vowel
sounds
auditory

LESSON 8

1. Place these key words across the top of the chalkboard:

atitonendup

Read the key words to the pupils and have them note that all the vowels are short. Ask for words that have the same vowel sound. List the words on the board as they are given.

checking
recognition
through
rhyming words

Have the pupils give rhyming words for each of the following:

bit	dip
top	cot
ten	bet
bun	but
cap	hat

visual-
auditory
perception

2. List on the chalkboard, the following:

<i>back</i>	<i>hack</i>	<i>Jack</i>	<i>luck</i>	<i>pack</i>	<i>sock</i>
<i>bog</i>	<i>dog</i>	<i>jig</i>	<i>lag</i>	<i>fog</i>	<i>log</i>
<i>bed</i>	<i>led</i>	<i>Ted</i>	<i>bid</i>	<i>red</i>	<i>bud</i>
<i>Dan</i>	<i>can</i>	<i>man</i>	<i>fun</i>	<i>Nan</i>	<i>bin</i>
<i>Jim</i>	<i>jam</i>	<i>rim</i>	<i>him</i>	<i>dim</i>	<i>hum</i>
<i>cup</i>	<i>top</i>	<i>pup</i>	<i>nip</i>	<i>sup</i>	<i>pep</i>

Have the pupils identify the words that rhyme with the first word in each row.

vowel
substitution

suggestions

3. Have pupils substitute vowel letters in words. Put the consonant letters on the board and put in various vowels. Have the pupils pronounce each.

b_g (a,e,i,o,u)	r_n (a,o,u)
s_ck (a,o,i,u)	d_n (a,e,i,o)
p_ck (a,e,i,u)	t_n (a,i,e)
t_ck (a,i,o,u)	p_t (a,o,i,e)
p_n (a,i,e,u)	m_t (a, e, u)
m_d (a,i,u)	h_t (a,o,u,i)
h_d (a,i)	b_t (a,i,e,u)
p_p (o,u,e)	r_b (o,i,u)

a change in
vowel sound changes
word meaning

4. To emphasize that a change in a vowel changes the meaning of a word, ask the following questions and have the pupils select the correct answer and name the vowel sound.

What is a baby bear called — a *cab* or a *cub*?

You bathe in — a *tab* or a *tub*?

A kind of fish is — a *cud* or a *cod*?

The pan has — a *lid* or a *lad*?

You wear — a *cup* or a *cap*?

You carry lunch in — a *bag* or a *big*?

A dog is — a good *pat* or *pet*?

He wrote — a grocery *lest* or *list*?

Will you — *land* or *lend* — me a pencil?

It — *cast* or *cost* — six cents?

Give me — *back* or *buck* — my money?

Independent Exercise

Practice Book

Use page 16.

LESSON 9

1. Place the key words and the following lists on the chalkboard.

<u>a</u> t	<u>i</u> t	<u>o</u> n	<u>e</u> nd	<u>u</u> p
<u>b</u> ad	<u>m</u> ist	<u>g</u> ot	<u>g</u> et	<u>m</u> ust
<u>b</u> ag	<u>r</u> ust	<u>b</u> ag	<u>p</u> et	<u>b</u> ug
<u>r</u> est	<u>t</u> in	<u>t</u> en	<u>p</u> an	<u>f</u> ist
<u>b</u> ug	<u>m</u> oss	<u>o</u> n	<u>b</u> ed	<u>b</u> unch
<u>t</u> an	<u>m</u> itt	<u>s</u> pot	<u>b</u> eg	

visual-
auditory
discrimination



Have each list read by a different pupil. Have the rest of the class identify in some way those words that do not belong in each list because the vowel sound is not the same as that in the key word.

Review with the pupils the generalization that when a word has only one vowel letter, either at the beginning or in the middle, the vowel often represents the short sound.

2. Place the following sentences on the board and have them read. Pay attention to any difficulties pupils have with the underlined words.

- He had to bend the bush back to see the band.
- There is a bunch of grapes on the bench.
- I can do a trick with my truck.
- You must drive carefully in the mist.

Exercise

3. This exercise could be mimeographed for pupils, placed on the board, or repeated aloud by the teacher. Use the method which is most suitable for the specific needs of your group. In each list have the pupils circle (if the exercise is written) the words that fit the category.

- You would find it in the kitchen.
- You could eat it.
- Names of colors.
- You would find it in the bathroom.

a) cup	b) jam	c) red	d) tub
hog	rust	land	vet
dish	tent	black	glass
bed	apples	ran	sink
pot	cast	bunch	tap
pan	figs	cap	mist
lid	plums	tan	flap
nest	ham	gun	wind
tug	band	pink	mat
lamp	wind		past
sink	candy		brush

exceptions

4. Place the following lists on the board:

<u>u</u> (up)	<u>e</u> (end)	<u>i</u> (it)	<u>o</u> (on)
put	the	kind	roll
pull		mind	old
push		find	cold
truth		wild	told
Ruth		child	don't
		mild	

Tell the pupils that some words are different; that even though there is only one vowel letter in these words, it does not represent the short sound.

Either have each list read aloud by a pupil, *or* you read it aloud. Have pupils listen for the vowel sounds in the words. Then have the vowel letters underlined and the lists re-read.

using the
exceptions
in sentences

Place the following on the board. Have the pupils note the words that follow the generalization and those that are exceptions. This exercise gives practice in a flexible approach.

Jim sits on the end of the bench.
The kind man will find the child.
Tim did not find the wild pig.
Don't go so fast or you will roll off.
It's cold and I don't know what to do.
We will push and pull to get Ruth up on the roof.

Independent Exercise

Practice Book

Use page 17.

Review—
long vowel sounds

LESSON 10

1. List the following words on the board:

<u>ate</u>	<u>Pete</u>	<u>ice</u>	<u>cone</u>	<u>use</u>
grade	pen	swing	block	drum
ant	nest	five	bone	cube
plan	fell	ink	hot	bus
date	Eve	pie	doll	cute
hand	here	tire	stove	gun
came	shell	milk	hoe	thumb
age	Zeke	wipe	rose	tube

Have the pupils come to the board and (in each column) identify and circle the words that have the same long vowel sound as the word listed at the head of that column. Then have all the circled words read aloud.

substitute
vowels

2. List the following words on the board:

tame
time

make
mike

sale
sole

mane
mine

wake
woke

ride
rode

save
pave

Have the words read in pairs, the vowel letter underlined, and the change in meaning noted.

Have pupils substitute the vowels in parentheses in each of the following words. Then have the groups of words read aloud.

(i, o) lane _____

(a, o, u) mile _____

(o, i) stale _____

(u) tone _____

(i) wade _____

(o) cane _____

(a) pine _____

applying
knowledge
of long
vowel sounds

3. Have the following paragraph read. Note any difficulties in identification of the underlined words.

One day Mike took his fishing pole and started down the lane. He sang a tune as he walked along. He came to the fence and walked a mile before he came to the lake. He sat down by a pine tree and started to fish.

Review—
long vowel
sounds

LESSON 11

1. List the following words on the board:

gate
trade

slide
smoke

cube
fine

brave

Have pupils read a word and give one that rhymes with it.

rhyming words

Say the following. Ask pupils for answers. Use this pattern.

I rhyme with drove. You cook on me. (stove)

blade — You dig with me. (spade)

state — Your mother puts your food on me. (plate)

blame — I can burn you. (flame)

swipes — A skunk has them. (stripes)

spoke — It warns you of fire. (smoke)

flake — I slide through the grass. (snake)

lime — You can spend me. (dime)

mute — Most babies are. (cute)

If pupils need practice with visual discrimination, print the key word and the answer as given. Then have the pairs of words read.

discrimina-
ting between
long vowel
sounds

2. Place the following words on the board with blank spaces for vowel letters. Have pupils indicate or insert the correct letters for the words you dictate.

v__ne (vine)

s__me (same)

h__me (home)

l__ve (live)

w__de (wade)

tr__be (tribe)

r__ke (rake)

th__se (these)

Independent Exercise

Practice Book

Use page 19.

Review—
the silent e
pattern
the silent e
pattern

LESSON 12

1. List the following pairs of words on the board:

not
note

cub
cube

fin
fine

fad
fade

pet
Pete

Have the pairs of words read. Note the change in vowel sound. Draw the attention of the pupils to the change in spelling of the word that has the long vowel sound.

2. Pronounce the following words. Have the pupils tell you if the vowel sound is long, or not. Develop two lists of words on the board — one for the words with the long vowel sound, and one for the other words.

stove
give
blade
plate
some
love

bride
shave
rule
smoke
tube
vine

have
live
gone
time
hole
side

skate
bone
done
Pete
ate
rude

Have the pupils note a final silent e on a word does not necessarily indicate a long vowel sound in that word. Remind them that they must check their pronunciation of a word to make sure it makes sense in the sentence.

Exercise

3. Write the following sentences on the board. Have pupils underline the words in which they see a final e.

Have each sentence read and help the pupils with words with which they have difficulty.



Pay particular attention to the words that contain the letter u. Be sure that pupils do not confuse the long sound as in *use* (ū) with the sound as in *rule* (ü).

- a) Have you ever seen a blue whale?
- b) Make the mule move away from the fence.
- c) There is an axe in the crate.
- d) The bride would love to dance.
- e) Paste the flute on the paper with the frame around it.
- f) What have you done with my shoe?
- g) Give me a spade to dig this hole.

Independent Exercise

Practice Book

Use page 20.

Review—
diphthongs
ou, ow

LESSON 13

1. Print the diphthongs ou, ow, on the board. Write the following sentences on the board. Ask the pupils to:

- underline words having one of the diphthongs;
- read the sentences;
- identify the underlined words.

- a) The brown dog growled at the owl.
- b) The scout saw a mouse outside the house.
- c) The clown made a loud sound as he came into town.

Have pupils note that the letters ou and ow can represent the same sound.

ou and ow
can represent
the same sound

distinguishing
ow as in *cow*
ow as in *grow*

2. On the board print these clues to pronunciation:

ow as in *cow*
ow as in *grow*

Place the following sentences on the board:

- a) The girl with the bow in her hair made a deep bow.
- b) The boys in the second row had a big row.
- c) The sow got into the wheat that father sowed.
- d) First you mow the hay and then you put it in your haymow.
- e) I know it now.

"sentence
sense"

Have pupils underline the two words in each sentence that are alike in spelling. Have the first sentence read aloud. Have pupils note the difference in pronunciation of the two underlined words and decide how they knew which pronunciation was correct. Continue in a similar manner with the other sentences.

Remind pupils that when they see an unfamiliar word with ow in it, they must try both sounds to see which makes a word that fits the context.

exceptions

you
your
four
soul

3. Print on the board:

- a) Can you bring four hats to your school?
- b) Old King Cole was a merry old soul.

Have pupils underline words in which they see the diphthong ou. Discuss the variation in pronunciation and the need to depend upon context and sentence sense in determining the correct pronunciation.

ow at the end
of familiar
two-syllable
words

4. List the following selections on the chalkboard, or have them mimeographed.

- a) I follow my shadow as close as I can.
A funny fellow is he!
No matter how close I get to him.
He's always ahead of me!
- b) Below my window I can see
the pretty yellow willow tree.
- c) I make a pillow with my arms
And lie down on the grass.
Then I can look into the brook
And watch the minnows pass.

Have the ow words underlined, and identified. Have the selections read aloud.

Exercise

Mimeograph the sentences and the words below. Tell the pupils to find a word in the list that rhymes with the underlined word in each sentence. Have them complete the sentence by writing in the word.

- a) See the black crow against the white _____.
- b) I can crouch under the _____.
- c) I can go down into the _____.
- d) How many fours are there on _____?
- e) What a funny clown! He wears a gold _____.

crown couch town snow loud yours

Independent Exercise

Practice Book

Use page 22.

LESSON 14

1. List the following words on the board:

<u>toy</u>	<u>oil</u>	<u>pointer</u>
boy	soil	choice
oyster	noise	voice
Joyce	moist	

Have the pupils find the common elements in each column and read the *first* word in each column.

Ask the following questions. In answer have the pupils find the correct word on the board and underline the oy or oi letters in it.

- a) Which word is a girl's name?
- b) Which word means damp or wet?
- c) Which word means you can choose?
- d) Which word is the same as earth?
- e) Which word is something we all have?
- f) What do we make if we shout with our voices?
- g) Which word is a shellfish?
- h) Which word is something the teacher uses in school?

Exercise

2. This paragraph can be placed on the board, or mimeographed.

The teacher pointed to Roy. "There's too much noise, boys!" she said in a loud voice. "We can't enjoy our story when it's noisy. You can have a choice. Get to work, or join the other boys who are staying after school!"

Ask the following questions. Have the pupils:

- answer in phrases or sentences as written in the paragraph;
- underline their answer;
- on completion of the exercise read the whole paragraph aloud.

- a) What did the teacher do?
- b) What did she say?
- c) How did she say it?
- d) What reason did she give for her action?
- e) When was it impossible to enjoy the story?
- f) What solution did she propose?
- g) What was the choice?

Independent Exercise

Review—
the vowel
combinations
oo, ee

LESSON 15

1. Write the following sentences on the board:

All weeds have seeds.
The goose got loose.
This is good wood.
The sheep are asleep.
See the bee.
Look at the book.
The pool is very cool.
The sheet covers my feet.
My balloon is round as the moon.
Feel my sore heel.

Have the pupils:

- underline words in which they see either the oo or ee combinations;
- read each sentence aloud.

When all the sentences have been read, have the pupils mark them as follows:

Put an X in front of those sentences in which there are words that contain the letters ee.

Put a *check mark* in front of those sentences in which there are words that have the vowel sound as in *stool*.

Put a *dash* in front of those sentences in which there are words that have the vowel sound as in *book*.

Have the pupils note that:

- the vowel combination ee usually represents the long e sound;
- the vowel combination oo represents two sounds and therefore when pupils see an unfamiliar word with the letters oo, they must try both sounds to find the pronunciation that fits the context.

Application

2. Have pupils circle the correct answers.

a) Which would you find in the kitchen?

creep, cheese, broom, moon, food, spoon, stool

b) Which would you find in your yard?

sheets, weeds, trees, brook, roots, breeze, queen

c) Which would ^{a man}father work with?

wood, tools, food, brook, heels, weeds, books

d) Which would mother work with?

wool, balloon, spoon, cookbook, sheep, beets

Discuss the answers. Have the words identified. Where there are two possible pronunciations ask a pupil to say the word aloud using both, and then to decide upon the correct one.

exceptions
to the usual
sounds
represented
by oo

3. Put the following on the board:

- a) Shut the door.
- b) Sit on the floor.
- c) Rain can make a flood.
- d) You see blood from a cut.

Have pupils underline the oo words, read the sentences aloud, and discuss the variation in pronunciation. Caution pupils that they can't depend absolutely upon the common sounds represented by oo as in *look* and *moon*, but must remember words in which the vowel sound is different.

Exercise
oo

4. Should some pupils still experience difficulty, additional sentences may be used for practice. Have the pupils find the oo words and give the correct pronunciation.

- a) Mother got her cookbook and took a long look.
- b) It will soon be noon and the children will come home from school.
- c) What will I choose? Something hot or something cool?
- d) The farmer took his gun off the hook and went out of the room.
- e) Down to the brook to shoot a wild goose went he.
- f) He stood in a pool in his big rubber boots.
- g) In the cool moonlight from the woods came a goose.
- h) I can't shoot that goose. I will let it stay loose.

Independent Exercise
Use page 29.

Practice Book

Vowels—
r controlled,
ir, ur, er

LESSON 16

1. Say the following pairs of words.

bid	bun	gill	gem	fist	cut	hut
bird	burn	girl	germ	first	curt	hurt

Have the pupils listen for the difference. Print the words on the board in pairs. Have the pupils note the difference in spelling and arrive at the conclusion that when we see the letter r after a vowel, we know that the sound represented by the vowel will be different than either the short or long sounds.

2. List the following words in columns.

fir	burn	her	other
sir	curl	jerk	father
girl	nurse	herd	mother
dirt	spur	germs	summer
bird	hurry	clerk	letter

Have the pupils:

- read the first column of words;
- identify the common sound in each word;
- circle the ir in each word.

Follow the same procedure with the other three columns of words.

Have the pupils:

- close their eyes and listen as you read the lists of words across the rows;
- identify the sound common to all the words;
- look at the words;
- identify the letters that represent the common sound in the words;
- discover that e, i, and u followed by r represent the same sound.

long vowel
sound
followed by
r

3. Write the following on the board:

cue	fie
cure	fire

Have the pairs of words read. Note that the long vowel sound is heard even when vowel is followed by an r-sound.

Write the following on the board:

sir	fir	her	cur
sire	fire	here	cure

Have the pupils:

- read the pairs of words;
- discuss the differences in pronunciation;
- state the reason for the differences.

in context

4. Use the following sentences to reinforce the learning.

I called her to come here.
There is a fire in the fir tree.
A tire gets dirty.
A nurse will cure you.
I'm sure it's my purse.
I'll hire a girl to help.

exceptions

5. Print these sentences on the board:

The ferry boat crossed the lake here.
There were many people where I was.

Have the pupils:

- underline the words in which they see the letters er;
- note the variation in pronunciation.

Vowels—
r controlled,
ar, or

LESSON 17

Visual-
 auditory
 perception
 of ar

1. Say the following pairs of words:

cat	tat	shot	lad
cart	tart	short	lard

Have the pupils listen for the differences. Print the words on the board in pairs. Have the pupils note the effect of the letter r on the vowel sound.

2. Write on the board: *churn birth germs*

Pronounce each. Have the pupils identify the three different letter combinations that produce the same medial sound.

Pronounce the following words:

sharp	harm
mark	card

Have the pupils:

- identify the sound that is common to all these words;
- listen again as you say *churn, birth, germ* and observe the difference in the medial sounds of these words and those in the list above.

ar in
 initial,
 medial,
 final
 positions

3. Print the following words on the board.

army	car	market
art	far	bark
archer	bar	card
	star	mark
		sharp

Have the pupils:

- read the list;
- underline the ar in each word;
- note its position in each word.

Visual-
 auditory
 perception
 of or
 words

4. Use the following words in a manner similar to that for the ar-sound.

order	for	horn	short
fork	or	nor	porch
Norm	pork	form	forty
born	forget		

Exercise

5. Have the following paragraph read:

Mark was visiting on his uncle's farm. Early every morning he went out to the barn to help with the chores. Sometimes Uncle Norm let him ride the old brown work horse around the orchard.

exceptions

6. a) The army marched to *war*.
 b) The sun made his arm too *warm*.
 c) The archer shot an *arrow*.
 d) The door is too *narrow*.
 e) I carry arrows for my *bow*.

Independent Exercise

Practice Book

Use page 34.

ar and or
 followed by e
-ar, -are

LESSON 18

1. List the following words on the board:

bar car far spar scar

Have them read aloud. Have the ar underlined. Then add the letter e to each word, and have the list read aloud. Ask what effect the addition of the e has had on the pronunciation of the word. (Long vowel sound as in *cake*, *fade*, etc.)

List the following words and have them read aloud:

hare careful rare pare
 mare snare share glare

exception
 are

Put this sentence on the board.

Hares *are* scared of snares.

Have it read and the exception noted. Pupils will be so familiar with the word *are* now that no further mention need be made of this exception.

-or, -ore

2. List the following words on the board:

for fore fort sore sort more store port

Read the list while pupils listen for the sound represented by the letters or. They should discover that ore represents the same sound as or.

Put this sentence on the board. Have it read and note the or and ore words and their pronunciation.

There are *more stores* where we can look for *forks*.

-ar, -are,
-ore

Put the following sets of words on the board and have the pupils:

- read them aloud;
- note the changes in pronunciation.

car	care	core	
scar	scare	score	
far	fare	for	fore
par	pare	pore	
mar	mare	more	
spar	spare	spore	
star	stare	store	

Independent Exercise

Practice Book

Use page 36.

Special
consonant
combinations
-ng, nk

LESSON 19

1. Place the following lists of words on the board:

big	bing
wig	wing
rig	ring
dig	ding
pig	ping

Have the pupils:

- read both columns aloud;
- listen for the difference in pronunciation;
- look for the difference in the printed words;
- realize that the letter n in each case represents a change in pronunciation;
- read the words in pairs — *big...bing*, etc.



Caution the pupils to look carefully at words when reading so that they will not miss the letter n because it makes so much difference in pronunciation and in spelling.

exceptions

Print on the board:

finger —I have a ring on my *finger*.
linger —Do not *linger* at the playground.

Have the pupils:

- listen while you read the sentences;
- identify the ing words;
- underline them;
- repeat them;
- note the change in the g-sound in these two words.

-nk

2. Have the following groups of words pronounced:

wing	sting	bring	ping	sling
wick	stick	brick	pick	slick
wink	stink	brink	pink	slink

Note the changes in sound. Note particularly that the sound spelled by the letters -nk incorporated the -ng sound. (Dictionary spelling for pronunciation of these words is: *wingk, stingk, bringk, pingk, slingk.*)

Exercise

3. Have the pupils read the following sentences, and underline the words containing -nk and -ng.

- a) The children made a ring around the girl in the pink dress.
- b) When I skated across the rink, I spread out my arms like wings.
- c) Bring me that bottle of ink, please.
- d) You must not drink water from that spring.

Consonants
-nk and -ng
with vowels

LESSON 20

a, i, o, u

1. Print the vowels i, a, u, and o across the top of the board. Write the word *sing* under the i. Ask pupils to substitute each of the other vowels in the word *sing*. Write the new words *sang*, *sung*, *song* in the appropriate columns.

Use the following words in the same manner, writing all the new words that are possible under the appropriate letter.

cling	bing	sting	ping
ring	ding	sling	
string	swing	thing	

*

These lists of words provide an example for the pupils of the tremendous word power which can be theirs through knowledge of the vowel sounds, combined with careful listening and looking when spelling and reading.

exceptions

2. Place the following sentences on the board:

He was very hungry.
Make your story longer.
Another name for a bracelet is a bangle.
I will change my shoes now.
You plunge into the water when you dive.
A lion lived in the jungle.

Ask pupils to look and listen while you read each sentence. Have the -ng word repeated and circled. Have pupils note the differences in pronunciation, and the position in the words of the letters -ng.

Exercise

3. Pupils are to:

- read the story;
- find the -ng words;
- list them in four separate columns, ing, ang, ong, and ung.
Discuss errors and correct them.

There was a bang at the door. Then the doorbell rang, "Ding-a-Ling!" A gang of boys stood outside.

"We want to come in and play ping-pong!" they said. "It's a long time since we've had a game."

"Come in and hang your coats up," said Tom. "There are hangers in the hall."

Most of the boys hung their coats up, but Joe flung his on a chair.

"Aren't you strong enough to lift the hanger?" teased Tom.

"No, I'm hungry," said Joe. "Maybe I'll be stronger if you bring me a sandwich."

consonants

-nk with

vowels

a, i, o, u

4. Similar exercises could be used with -nk. The following words are suggested:

bunk	sunk	hunk	think
bank	sank	honk	thank
clink	rink	plink	
clank	rank	plank	

Independent Exercise

Practice Book

Use page 41.

Consonant c
represents
two sounds

LESSON 21

1. Put the following on the board:

- a) I sent Carl to the store.
- b) He had a cent to spend.
- c) He wanted ice-cream.
- d) But it cost too much.
- e) So he bought candy.

Ask the pupils to read the sentences silently. Then have the first two sentences read aloud and the two words that sound alike underlined. Print *sent*, *cent* on the board. Pupils discover that the c represents the s-sound in *cent*.

Print:

Carl (k-sound)
cent (s-sound)

Carl had a cent.

Have the pupils note the two sounds represented by c in *Carl*, *cent*. Have sentence c) read aloud. Ask for words that have the letter c identified, and list the word in the correct column under the key words *Carl*, *cent*.

Proceed in a similar manner with the other sentences.

c represents the
k-sound

2. List the following columns of words on the board:

come	magic	doctor
candy	music	factor
cart	plastic	actor
cold	picnic	
cup		
cow		
camp		
cut		
cupboard		

Have the pupils:

- listen as you read each column;
- decide whether the sound represented by c is that of k or s;
- in each word, underline the c together with the letter that follows it.

In the first column have the pupils generalize *the c represents the k-sound when followed by the letters a, o, u.*

In the second column *the final c represents the k-sound.*

In the third column *the c in the middle position followed by another consonant represents the k-sound.*

test the
generaliza-
tion

Test the generalization. Have the pupils:

- read the following sentences from the board;
- check the sound represented by c;
- note the vowel that follows it.
- a) He could not catch the cabbage butterfly.
- b) There were seeds in the apple core.
- c) The custard pudding was cool.
- d) He drew a picture on his magic slate.

c represents
s-sound when
followed by
vowels e, i, y

3. List the following columns of words on the board. Have the pupils listen as you read each column.

acid	cinder	ice	ace
bicycle	circle	mice	face
bounce	circus	price	brace
process	cyclone	slice	Grace
except	celery	dice	Bruce

Ask which sound can be heard – *the k-sound or the s-sound.*

Have the letter c together with the letter that follows it underlined in each word.
Have the pupils form the generalization:

The letter c represents the s-sound when followed by the letters e, i, y.

test the
generaliza-
tion

4. Have the pupils:

- read the following sentences from the board;
- underline each word with c in it;
- pronounce it;
- state how they decided which sound was represented by c.

- a) Bruce went to the grocery store for some celery.
- b) It is a long distance to the city.
- c) There is some cider in the cellar.
- d) The pencil was as sharp as an icicle.
- e) I need twice as much rice.

practice
with s and
k sounds
represented
by c

5. Put these sentences on the board:

One day a cyclone hit the circus.
All the animals came racing out of the circle.
The ones in cages bounced around.
The music kept playing.
Cinders and sawdust blew.
The clown with the cigar cut the ponies loose from the
post where they were tied.
There was action everywhere, but no panic.

Have the c words underlined. Consider one sentence at a time; work out the pronunciation of the words, referring to the generalizations. Note also that context, as usual, helps to provide clues.

Consonant g
represents
two sounds

LESSON 22

1. Put the following on the board:

Once there was a huge giant.
His name was George.
He lived in a pretty cottage.

Have the pupils listen and watch as you read the sentences. Then have each word that contains the letter g underlined. Take a sentence at a time and either have a pupil read the underlined words, or you read them while the class listens for the sound represented by the letter g in each word.

2. Print this on the board:

Jolly, jolly giant!
Jump, George, jump!
Jump, jolly George!

Have the pupils read it and listen for the j-sound repeated in each line.

*

Note that the letter g represents two sounds in English – the j-sound as in *giant*, and the g-sound as in *gate*. It is *inaccurate* to call these sounds *soft g* and *hard g*.

3. Print this on the board:

There was a big garden with a green gate.
Go to the green garden gate.

Have the pupils read the two lines and listen for the g-sound.

Print the following on the board:

go	dog	wagon
gun	hug	forget
get	eggs	piglet
gate	big	
gill		

Have the pupils:

- read the words;
- listen for the sound represented by g;
- underline the g plus the vowel letter that follows it.

Have the following sentences read aloud as the pupils listen for *the g-sound*.

Gilbert had gone to get his gun by the gate.
The big bug crawled over the bag in the wagon.

j-sound
in all
positions

4. List the following on the board:

giant	age	magic
George	huge	
gypsy	cottage	
germs	ginger	
gentle	urge	
gem		

Have the pupils:

- look at the words and listen as you read them;
- note *the j-sound*;
- underline the j and the letter that follows it;
- note that j usually represents *the j-sound* when followed by the letters e, i, y.

-dge
silent d

5. List on the board:

badge	edge	ridge	nudge
gadget	ledge	bridge	budge
	hedge		

Have the pupils:

- listen for the sound represented by g as you read the words;
- note the silent letter d.

Print on the board:

There was a high ledge above the river.
A boy fell over the edge of a cliff and landed there.
He was afraid to budge, but clung there.
A boy scout saw him from the bridge.
He got a badge for saving the boy's life.

Have the pupils:

- underline the words with -dge;
- decide on the pronunciation of the word;
- read the sentences.

Independent Exercise

Practice Book

Use page 43.

Review c, g

LESSON 23

1. Place the list of words on the board and have the pupils choose one in answer to your question.

clown	cake	celery	ice cream
ice	circus	gypsy	giant
lace	garage	hinge	rice

- a) Which one can do magic?
- b) Which one is huge?
- c) Which would you find with a gate?
- d) Where would you go to get your car?
- e) Which would you carry in a bag?
- f) Which would go on a picnic?
- g) Which is soft and cold?
- h) Which is hard and cold?
- i) Which would you put on a dress?
- j) Which would be in a circus?

Exercise

2. Have the pupils read the following paragraphs (either from the board or mimeographed), and answer the questions.

George, the giant, was in a rage. His tiger cat, Carl, had escaped from the cage in the cellar of the castle. The cat had cut a hole in the edge of the cage and raced away.

George climbed to the top of his castle. In the distance, he saw Carl slinking through the forest near the hunting camp. George took two huge steps, grabbed the tiger by his tail, and dragged him back to the cellar.

- a) Why was the giant angry?
- b) How had the cat got away?
- c) Where was the cat when the giant saw him?
- d) How did the giant catch the cat?

Independent Exercise

Practice Book

Use page 47.

Vowel digraph **LESSON 24**oavisual-auditory
perception

1. Pronounce the following words. Have the pupils identify the long and short vowel sounds.

Write the words in three columns according to the vowel sound, a, o, o.

cot	coat	bat	flat	sock	cloak
soak	lad	cot	clack	boat	cat
rod	load	sack	clock	sack	foam

Read the first two columns. Have the pupils listen for the short vowel sound and note that the generalization that they have formulated about short vowel sounds applies to these words.

Generalize
In the digraph
oa the first
vowel represents
the long sound
and the second
is silent.

2. Read the words in the o column guiding the pupils to:

- listen for the long vowel sound;
- note that in each word the vowel sound is represented by oa;
- form the generalization

Have the oa underlined in each word

Use as many of the following words as you think necessary and have the pupils:

- underline the vowel letters;
- read the words;
- explain how they knew which vowel sound to use;
- give a sentence using each word.

coast	goal	Joan	float	oats
boast	goat	loaf	moan	roast
coach	groan	loaves	oak	toast

3. Put the following words on the chalkboard:

exceptions

soar	board	hoarse	roar
------	-------	--------	------

Have the pupils pronounce each and note that oa followed by r indicates the same sound as does or (ôr).

Under the first three words write:

sore	bored	horse
------	-------	-------

Have the pupils note that these words sound exactly the same as the first ones though they are spelled differently. You might point out that the different spellings have a purpose in indicating meaning to us. Have the pairs of words used in sentences to indicate the different meanings.

Repeat the above procedure with the following words:

road	coal	loan
rode	cole	lone

apply the
generalization

4. Have these chalkboard sentences read aloud. Have words with the long o sound underlined.

- a) There was a coal stove in the store.
- b) The stage coach was loaded with gold.
- c) He tore a hole in his cloak.
- d) The lion roared at the toad.
- e) Ron rode down the road in his hot rod.
- f) He got soaked when his oars fell out of the boat.
- g) John boasted that he could make toast from the old loaf.
- h) All the boys will groan if he does not make a goal.

Independent Exercise

Practice Book

Use page 52.

Vowel digraph
ay

LESSON 25

Follow the steps outlined in Lesson 24 for:

1. visual-auditory perception;
2. forming the generalization;
3. noting the exceptions;
4. applying the generalization.

visual-auditory
perception

1. Use the following words:

(a, a)

stand	trap	plate	gate	stay
bat	wag	plan	bat	bay
hay	way	play	gay	band

Generalize: At
the ends of words,
the long a sound
is usually represent-
ed by the letters ay.

2. Use as many of the following words as you think necessary:

day	highway	pay	pray
clay	holiday	pays	say
display	bluejay	player	sway
gray	maybe	playing	tray

exceptions

3. Have the pupils read the following sentences and note the pronunciation of the underlined words:

He says that he will not go.

The little girl said her prayer every night.

(Note: *always* may be an exception depending on the preferred pronunciation:
ol'wiz or *ol'wāz*)

apply the
generalization

4. Use the following sentences:

- a) He played in the spray from the hose.
- b) The sky was gray yesterday.
- c) You must always stay away from the water in the bay.
- d) I will pay for the food on my tray.
- e) We drove down the highway on our holiday.

LESSON 26

Follow the steps outlined in Lesson 24.

visual-auditory
perception

1. Use the following words: (a, ai)

pad	jail	mane	can
paid	plane	man	bat
make	ham	pain	wait

Generalize
In the digraph
ai, usually
the a represents
the long vowel
sound and the i
is silent.

2. Use as many of the following words as you think necessary:

gain	grain	nail	rail
hail	laid	paid	raise
faith	maid	pail	strain
faint	mail	pain	tailor
explain	main	paint	trail

exceptions

3. Use the following sentences:

He said that he had made a sail boat.
The chairs were in the aisle.
The fairy has a new pair of shoes.
My hair is brown.

use the
generalization

4. Suggested sentences:

- That train is part of a Canadian railway.
- The maid carried her pail home.
- Rain and hail fell on the window pane.
- The snail made a shiny trail in the grass.
- He had a pail of gray paint.
- The hen laid two eggs.
- The horses strained to get the wagon out of the mud.

variations in
spelling the
long a sound

You may wish to extend this lesson by having pupils compare words with ai with those using ay. Help them to notice that the long a sound is usually spelled ay when it comes at the end of a word. If the sound is in the middle of the word, it can be spelled ai, or a - e, and the different spellings represent different meanings.

Use the following words:

may	pay	pale	main	mail
made	pane	pail	mane	male
maid	pain			

Independent Exercise

Practice Book

Use page 54.

LESSON 27

Because of the various sounds that are spelled with the vowel combination ea, the procedure in this lesson must vary. There is no very reliable generalization that enables a reader to identify the vowel sound in a word that is spelled with an ea. The context, and the reader's recognition of words spoken, must be the final guides.

visual-auditory
perception

1. As you pronounce the following words, have the pupils identify the vowel sound as long e (ē), long a (ā), short e (e), or e controlled by r (er).

List the words under the appropriate headings on the chalkboard. (The words below are grouped according to the vowel sound, but you will want to mix them up as you pronounce them.)

<u>ē</u>	<u>ā</u>	<u>e</u>	<u>er</u>
sea	break	leather	learn
meal	great	ready	early
leave	steak	bread	earth
peach		dead	heard
please		deaf	pearl
read		steady	
steam		read	
bead			
ear			
clear			
each			
heal			
speak			

generalize

Have the pupils note that the most common sound spelled by ea is ē, but this combination spells other sounds as well. We must, then, in reading, try the ē sound first; if this doesn't give a word that we recognize, we must try other sounds.

practice in
context

2. Have the pupils read the following sentences. Help them to try the various sounds spelled by ea, to get a word that fits the context.

That bird has a yellow *beak*.
I fell down and hurt my *head*.
I drew a red *heart* on my paper.
Can you *hear* that loud noise?
We picked the *beans* in the garden.
Clean your shoes before you come into the house.
In my *dream* I saw a fairy.
The bird has red *feathers*.
I like to *eat steak* for dinner.
I saw a *great* big dog.

ea as in *bear*

3. Have the pupils note yet another sound spelled by ea. Use the following sentences.

- He saw a brown *bear* in the zoo.
- Pears* grow on trees.
- If you *wear* that dress, don't *tear* it, please.

Independent Exercise

Have the pupils note:

- a
aw
au
al
all
1. As the man sat by his campfire, a black bear ran along the path.
 2. A hawk has sharp claws.
The fawn ran across the lawn.
His jaws opened when he yawned.
 3. It was Paul's fault that she caught her foot in the fence.
His daughter will be six this autumn.
*He laughed out loud.
 4. Walter has always been tall.
Salted walnuts taste good.
"Halt!" called (Hal).
(Pa) jumped over the wall with my ball.
*Salmon sandwiches are good.

Vowel a
followed by
l, u, w

Exercise

1. Paul and Walter played on the see-saw.
2. The sheriff caught the outlaw.
3. The hawk swooped down on the lawn.
4. The old lady called for her shawl.
5. Is it true or false that a fawn is a baby deer?
6. The car ran into the wall.
7. It was the driver's fault.

Independent Exercise

Practice Book

Use page 59.

y as a vowel
and as a
consonant

LESSON 30

Put these sentences on the board or have them mimeographed.

long e sound

1. Penny read a funny story about a happy kitten.
The farmers are ready for a rainy day.

long i sound

2. The shy kitten was trying to dry its paws.
A bird can fly up in the sky.
Why did you fry my fish?

consonant
sound in
initial
position

3. Yesterday a yellow dog ran into the yard.
He yipped when Mr. Yoe chased him out.
You could hear the yelping from over yonder in the canyon.

In each group of sentences have the pupils:

- read the sentences;
- underline the words containing y, and identify them;
- identify the sound represented by y.

Have the pupils consider all the groups of sentences and note that:

- if y is the first letter of a word, it is a consonant and represents a special sound.
- if y is the last letter in a word, it is a vowel and represents either the e or the i sound.

y as a
consonant
and as a
vowel

LESSON 31

Use the following exercise to give pupils practice in identifying the vowel and consonant sounds represented by y. The board or a mimeographed sheet could be used. Have the sentences read and the y words identified. Have pupils put the y words in three columns: y as a consonant, y represents e, y represents i.

Exercise

1. Will you play "I Spy" with me?
2. The baby bird will try to fly.
3. The yellow kitty yawned.
4. Yesterday I read a story about a sly fox.
5. Mary was happy to get a penny.
6. The day was gray and rainy.
7. The best hay grows in the canyon.

Independent Exercise

Practice Book

Use page 61.

Consonants gh

LESSON 32

- silent
- f sound
- g sound

Put these sentences on the board or have them mimeographed.

1. The sun was *high* in the sky.
2. The *light* is *bright* at *night*.
3. He *taught* his *daughter* to play golf.
4. I *thought* I *bought* size six.
5. What is your *neighbor's weight*?
6. The meat was *tough*.
7. Have you *enough* money?
8. You have a bad *cough*.
9. The baby *laughed*.
10. The *ghost* wore a white sheet.

Have the pupils:

- read each sentence;
- *discover* the sound represented by gh in each:
 - a) silent gh in sentences 1-5.
 - b) gh represents the f-sound in sentences 6-9.
 - c) gh represents the g-sound in sentence 10.

- circle the gh in each word.

Pupils should note that the pronunciation of igh words is regular, but that gh preceded by any other vowel letters can be highly irregular. In these cases, context must be used to provide clues to meaning and thus to pronunciation. Have the pupils pronounce the following words:

rough
though
through
bough
cough

Consonants gh

LESSON 33

- silent
- f sound
- g sound

Use the following exercise to give pupils an opportunity to practise identifying words containing the letters gh.

Exercise

1. If a road isn't smooth, it's (right, rough, cough).
2. If you're happy, you'll (laugh, light, launch).
3. When you have a cold, you may (cough, caught, tough).
4. A shoe hurts if it's too (taught, tight, might).
5. The boy had a black eye after the (right, sight, fight).
6. A girl is a (laundry, daughter, dawn).
7. The person who lives near you is your (neighbor, weight, ghost).
8. At eight o'clock, mother turned out the (light, night, might).

Have the pupils:

- read each sentence silently and choose the correct word for completing it;
- read the completed sentence aloud;
- identify orally all the words in the brackets.

Independent Exercise

Practice Book

Use page 64.

Consonants s and z
represent *the z-*
sound

LESSON 34

Have the pupils:

- read each sentence aloud;
- underline words having *the z-sound*;
- note that z in all positions represents the same sound;
- note that s representing *the z-sound* is never in the initial position;
- it is difficult to tell when s represents *the z-sound*.

(Pupils should test the pronunciation by saying the word orally.)

Exercise

1. Please, may I have some cheese?
2. It is easy to make a loud noise.
3. The breeze was freezing cold.
4. We visited the zebra in the zoo.
5. Sam will use his ball because it is the best.
6. I sneeze and wheeze when I have a cold.
7. The plane zoomed into the sky. Suddenly it made a zig-zag dive.
8. You are too lazy to win the prize.
9. What caused the leak in the hose?
10. I recognize him by his silver spurs.
11. You squeeze a lemon to get juice.
12. Your zipper is broken.

Consonant x
represents
ks and gz
sounds

LESSON 35

1. Use the following groups of sentences to help pupils to discover the importance of correct, clear pronunciation of each sound, so that the meanings of words will be clear.

Have the sentences read aloud. Discuss possible errors in similar words due to faulty enunciation.

- a) *Figs* are good to eat.
I will *fix* something to eat.
- b) *Tag* wags his tail.
There is a *tax* on *wax*.
Tacks are sharp.
- c) *Lux* is soap.
He had good *luck*.
He *lugs* the box into the shed.

x represents the
sound of ks

x represents the
sound of gz

2. Have the pupils identify the sound represented by x in *fix, tax, wax, lux*.

3. Have the following sentences read aloud.

Gordon got every example right on the exam.

He had exactly the same answers as Mr. Good.

Have you ever seen a sign with *Exit* on it?

Have the pupils identify the sound represented by x in *example, exam, exactly, exit*.

4. Have the pupils pronounce the following pairs of words to note the difference between the ks and the gz sounds as represented by x.

extra	explain	excuse	exercise	excellent
exam	example	exit	exactly	exhaust

Independent Exercise

Practice Book

Use pages 68, 69.

Auditory
perception
of vowel
sounds in
words
(preparatory
to teaching
syllables).

LESSON 36

1. Write the following words on the board:

sit	cab	set	long	fun
fine	tame	week	coat	cube

Have the words read and the vowel sound in each identified. Have the pupils note that in some of the words they see *two vowel letters* in the written word but hear only *one vowel sound* in the spoken word.

2. Pronounce the following words. Have the pupils listen and tell whether they hear one vowel sound or two. In the case of a one syllable word, ask what vowel sound they heard; in the case of a two syllable word, ask what vowel sound they heard in the first part of the word and in the second part of the word.

penny	decide	basket	head
visit	finish	own	closely
plenty	help	coffee	swim
creek	shadow	led	meadow
baboon	step	explain	top

3. Have each pupil pronounce his name. The pupil sitting next to him tells the number of of vowel sounds he heard. The next pupil identifies the vowel sounds. Other pupils listen and check the answer given.

Independent Exercise

Practice Book

Use page 71.

Visual-
auditory
perception
of vowel
sounds and
syllables
Introduction
of the word
syllable

LESSON 37

1. Pronounce the following words and have pupils identify the vowel sounds heard.

ten	sign	told	see	try	clock
cub	sit	fuse	tap	late	

2. Have the pupils listen to the following words, and (a) tell how many vowel sounds they hear; (b) identify the vowel sounds.

like	slowly	guess	fish
express	snap	excite	near
mind	window	day	fifteen
lady	moss	untie	seal
locking	happy	pond	finish

3. Write the above words on the board. Have each pronounced vowel underlined. (Do *not* attempt to divide the words into syllables.)

syllable

4. Tell the pupils that each *word or part of a word* in which we hear one vowel sound is called a *syllable*. Write the word *syllable* on the board.

5. Pronounce the following words. Ask pupils to tell the *number of syllables* in each word.

home	children	read
program	five	begin
secret	decide	sun

Independent Exercise

Practice Book

Use page 72.

Auditory
perception
of syllables

LESSON 38

1. Write these words on the board:

not	sit	but	hand
get	go	me	ten

Pupils:

- pronounce each word;
- underline the vowel letter;
- tell what vowel sound they hear.

2. Write:

keep	tie	see	hide
read	game	rain	boat

Pupils:

- pronounce each word;
- underline the vowel letters that represent a sound heard;
- tell what vowel sound they hear.

Note that though there are two vowel letters in these written words, only *one* vowel sound is heard when the word is spoken. Pupils should underline as follows: keep, tie, read, and so on.

3. Comment that there is at least one vowel letter and one vowel sound in each word in our language.

4. Comment that some words have more than one vowel sound. Pupils listen as you pronounce:

but	light
butter	lightning
rain	pen
rainy	pencil

and note that in each pair, the first word had one vowel sound, the second had two.

5. Pupils listen as you pronounce the pairs of words again and tap out the syllables. In tapping the two syllable words, tap harder for the accented syllable.

6. Pupils pronounce the words and tap out the syllables.

7. Review the term "syllable." Define it as a word or a part of a word in which *we hear one vowel sound*.

8. Pronounce the following words:

run	ladder	carpet	can
winter	plant	rush	ribbon
cloudy	clock	water	slipper

Pupils:

- listen for the vowel sound in each;
- pronounce the word and tap out the syllables;
- tell how many syllables were in the word.

Independent Exercise

Practice Book

Use page 76.

Auditory
perception
of syllables

LESSON 39

1. Review the meaning of the word *syllable*.

2. Pronounce:

come	made	find	taste
set	cute	me	went

Pupils:

- identify the vowel sound;
- recognize that each word has only one syllable.

3. Pronounce:

fairy	secret	yellow
sudden	music	winter

Pupils:

- identify the vowel sounds in each;
- pronounce the word and tap out the syllables;
- recognize that each word has two syllables.

4. Write the following known words:

until	picnic	began	dinner
baby	garden	window	open

Pupils:

- underline each vowel letter;
- pronounce the word and tap out the syllables;
- state the number of syllables in each.

Independent Exercise

Practice Book

Use page 77.

Visual-auditory
perception of
syllables

LESSON 40



Do not proceed with the *visual*-auditory perception of syllables until your pupils have mastered the auditory perception of syllables. If necessary supplement the lessons previously outlined with further exercises of a similar nature.

1. Write:

hand	go
summer	until
sister	break

Pupils:

- identify the vowel sound(s) in each;
- state the number of syllables in each;
- pronounce the word and tap out the syllables.

2. Write the two-syllable words in a column leaving a small space between the syllables. Comment that this shows that there are two syllables.

Pupils read the words thus divided. (Do not allow exaggerated pronunciation.)

3. Write:

run	me
get	so
sand	he
hit	go
not	

Pupils identify the vowel sound in each.
Review briefly the generalizations that:

- (1) a single vowel letter followed by a consonant usually stands for the short vowel sound;
- (2) a single vowel sound at the end of a word usually stands for the long vowel sound.

4. Write:

sup per	la zy
ham mer	pi lot
sil ver	se cret
sis ter	ba by
pen cil	stu pid

Pupils:

- pronounce the words;
- identify the vowel sound in the first syllable;
- note the position of the vowel letter in the first syllable;
- recognize that the generalizations that apply to vowel sounds in one syllable words, apply to vowel sounds in a syllable.



Note that the generalization regarding vowels is applicable only to *accented* syllables; the vowel sound in an unaccented syllable is usually the schwa sound (ə). Accent and the schwa will be taught in Level Five. These lessons on syllables are merely an introduction to the problem of multisyllabic words.

5. Write:

hap pen	ti ger
bot tom	gro cer

Pupils:

- identify the vowel sound of the first syllable;
- pronounce the word.

Independent Exercise

Practice Book

Use page 79.

Visual-auditory
perception of
syllables

LESSON 41

1. Review the generalization that a single vowel followed by a consonant usually represents the short vowel sound.

2. Write:

sister	winter
pencil	letter
butter	puppy
button	ladder

Pupils:

- tell whether the first vowel sound is long or short;
- note that the first syllable probably ends with a consonant;
- note that two consonants follow the first vowel.

3. Rewrite the words, dividing them into syllables.

Have the pupils study the examples and note that when the first vowel letter is followed by two consonants, the first of the two consonants usually goes with the first syllable and the second consonant begins the second syllable.

4. Have the pupils:

- pronounce each of the following;
- tap out the syllables;
- divide each into syllables.

biggest	dentist
number	corner
person	sentry
rabbit	kitten
dinner	basket

Independent Exercise

Practice Book

Use page 80.

Consonant
combination ph
visual-auditory
perception

LESSON 42

1. Say the following words and have the pupils listen for the initial sound in each:

fan, phone, photograph, forest

List the words on the board.

Have the pupils:

- read the list;
- circle the consonants that represent *the f-sound*;
- note that ph represents *the f-sound* in both the initial and final positions.

form the
generalization
“ph represents
the f-sound”

2. Have the pupils use this information to figure out the pronunciation of the following words:

test the
generalization

elephant	telegraph
phrase	paragraph
nephew	Phil
orphan	physical

Discuss the meanings of these words with the pupils.

apply the
generalization

3. Have the pupils:

- read each sentence listed below;
- select from the list on page 274 a word for each blank space;
- read the completed sentence aloud.

- a) I have a niece called Phyllis and a _____ called _____.
- b) An _____ is a child whose parents have died.
- c) A telegram is a message sent by _____.
- d) A _____ is a group of words that is part of a sentence.

Write the poem "Elelephony" on the board.

Explain to the pupils that this is a nonsense poem that uses many words with the letters ph in them. Have the words with ph identified. Read the poem to the class. Have some of the pupils read it.

ELELEPHONY

Once there was an elephant,
Who tried to use the telephant—
No! no! I mean an elephone
Who tried to use the telephone—
(Dear me! I am not certain quite
That even now I've got it right.)
Howe'er it was he got his trunk
Entangled in the telephunk,
The more he tried to get it free,
The louder buzzed the telephee—
(I fear I'd better drop the song
Of elephop and telephong!)

Laura E. Richards

Independent Exercise

Practice Book

Use page 82.

Consonant
combination ph

LESSON 43

Use the following sentences, on the board or on mimeographed sheets, to give pupils practice in identifying the sound represented by ph correctly. Have the pupils:

- read each sentence aloud;
- list all the words that have the f-sound;
- note the various consonants that represent this sound.

1. Fred laughed at the old photograph of his friends.
2. You can send a telegram by phoning a message to the telegraph office.
3. Phil and Phyllis had to have physical examinations before they could start to school.
4. Baby elephant became an orphan when his mother and father were both killed.
5. My nephew likes to hunt pheasants in the fall.

Independent Exercise

Practice Book

Use page 83.

Consonants—
silent l and k

LESSON 44

1. Write this sentence on the board:

l followed by kWhile he was talking he walked to his desk and picked up a piece of chalk.

Have the pupils

- read the sentence from the board;
- note the underlined words;
- find the silent letter in each;
- put a line through the silent letter.

Put this sentence on the board:

She talked about her new silk dress.

Have the pupils:

- read the sentence;
- note the pronunciation of the underlined words;
- discover that in the lk combination the l is not always silent.

2. Follow the procedure outlined above using these sentences:

l followed by m

- a) The salmon swam in the calm water.
- b) They saw a film of how salmon is canned.

l followed by f

- c) Half the folks just watched.
- d) They played golf for half a day.

3. Place these sentences on the board:

k followed by n

- a) I know that he will say, "No," but I will ask him.
- b) The knight's horse was as black as night.
- c) I cannot untie the knot.
- d) Tom knew the new boy in our class.

Have the pupils:

- read each sentence;
- note the pronunciation of the underlined word;
- put a line through the silent letter in each underlined word;
- circle the word that sounds the same as the underlined word;
- compare spelling and meaning of the two words.

Have the pupils note that different spellings of words that sound the same often help us to identify the meaning.

Consonants—
silent w and b

LESSON 45

1. Follow the procedure outline for the “silent k” in lesson 44.

Use these sentences.

- a) Can you write the right answer?
- b) She caught her finger in the wringer of the washing machine. Her ring was bent.
- c) They dumped whole stones into the big hole.
- d) She wrapped the book up and then rapped on my door.

w followed by
r or h

Put the following sentences on the board.

Have the pupils:

- read each sentence;
- read the words in parenthesis;
- choose the correct word for the blank;
- identify the silent letters;
- reread the complete sentence.

- a) The whale _____ the little boat.
(wrote, wrist, wrecked)
- b) A _____ is made of flowers.
(wring, wreath, wrench)
- c) He bought a new _____.
(wrist-watch, wreck, wrap)

b followed
by m

2. Follow the procedure used for “silent k” in Lesson 44.

Use these sentences.

- a) A lamb can not climb a tree.
- b) You brush crumbs off the table but you don't comb them off.

Write the following sentences on the board.

Have the pupils:

- read each sentence;
- underline the words that have a “silent b,”
- list the words that are somewhat similar to those underlined and note the difference in pronunciation, for example, *thumb*, *thump*.

- a) Thump! went the box on his thumb.
- b) Mary lit the lamp and went to look for the lamb.
- c) The cookie crumbled into many crumbs.
- d) The cat limped as he climbed down from the high limb.

Independent Exercise

Practice Book

Use page 86.

Exercise

LESSON 46

1. Put these sentences on the board.

ie

- a) The thief was hiding in the field.
The Indian chief looked very fierce.
His niece had a piece of pie.
- b) His friend got into a lot of mischief.
- c) Water comes out through the holes in a sieve when you're washing vegetables in it.

ei

- a) I want either an ice-cream cone or a hot-dog.
- b) He pulled on the reins and the horse stopped.
- c) My neighbor's sleigh weighs eight pounds.

In each group of sentences have the pupils:

- underline the words containing the vowel digraph written above the sentences;
- read the sentences aloud;
- identify the vowel sounds as follows:

ie (ē)

thief
field
chief
fierce
niece
piece

ie (i)

mischief
sieve

ie (e)

friend

ie (ī)

pie

ei (ē)

either
ceiling

ei (ā)

eight
sleigh
neighbor
weighs
reins

Have the pupils consider all the groups of words and note:

- the most common sound represented by ie is the long e sound;
- the most common sound represented by ei is the long a sound.

*

BUT both digraphs represent more than one sound and thus, we must try more than one pronunciation and use the context to identify the correct word.

LESSON 47

Use the following exercise to give pupils practice in identifying words having the vowel digraphs ie and ei. Stress the importance of trial and error, with the final check being "sense in the sentence."

1. The reindeer pulled the sleigh across the field.
2. I believe the thief seized the money bags.
3. The chief of police used a piece of steel for a shield from the bullets.
4. The fight was fierce but brief.
5. He received eight dollars for a reward.
6. His friend couldn't get into mischief because he was in jail.

You may wish to refer to the possible sounds represented by ie and ei using the key words "piece, friend, mischief, sieve, either, eight."

Have the pupils:

- read each sentence;
- discuss and correct errors in pronunciation;
- list the ie and ei words in columns according to the vowel sound.

Independent Exercise

Practice Book

Use page 88.

Review—
vowel digraphs
oa, ay, ai, ea, ie,
and ei

LESSON 48

Put the following sentences on the board or mimeograph them.

ei

1. The ceiling was eight feet high.

ie

2. His friend got into mischief playing with a piece of wood.

ay

3. He always played in the hay loft.

ai

4. He said he would sail even if it rained.

oa

5. He got the oars from the cupboard and loaded them into the boat.

ea

6. Early one morning Earl went seal hunting. His heart beat fast as he heard a bear break the ice with his paw.

These sentences contain examples of the various pronunciations of the vowel digraphs. Have the pupils:

- underline the word containing the vowel digraph;
- read the sentence;
- identify the sound represented by the vowel digraph.

Discuss errors and have them corrected. Emphasize the use of context and "sense" in determining the correct pronunciation.

Independent Exercise

Practice Book

Use page 95.

y as a consonant
and as a vowel

LESSON 49

Put the following sentences on the board or have them mimeographed.

- a) The pretty kitty jumped at the ball of yellow yarn.
- b) The sky is drippy on a rainy day.
- c) "Why are you crying, my young man?" asked the lady.

1. List the following words:

yell, yes, your, yard

Have the pupils:

- read the words;
- identify the consonant sound of the letter y;
- note the position of the y;
- find and list the words from the sentences in which the y represents the same sound.

2. Follow the same procedure with each of these lists:

penny, funny, ready, marry

y represents
the long e
sound

y represents
the long i
sound

why, fly, dry, type

3. Have each list of words read aloud.

Have the three sentences read aloud, and the sounds of y identified.

Independent Exercise

Practice Book

Use page 98.

Vowel a followed
by l, w, and u

LESSON 50

Put these sentences on the board or mimeograph them.

1. Paul has some good pals.
2. The class looked at the bird's claws.
3. Nan spilled the salt when she sat down.
4. As Dan halted, he took off his hat.
5. It is her own fault that she is fat.
6. The helicopter landed on the lawn.
7. Sam laughed when he saw the clown.

note the
variation in
the sound
represented
by a

Have the pupils:

- underline all words that have a letter a;
- identify the words;
- list the words in columns according to vowel sound: a or o;
- have each list of words read;
- note the letters that follow the a in the “o column”;
- mention the exceptions “laughed” and “pals”;
- read each sentence correctly.

Independent Exercise

Practice Book

Use page 99.

Visual-auditory
perception of
syllables

LESSON 51

1. Write:

week	answer	cave
again	call	slowly

Have the pupils:

- identify the vowel sound(s) in each;
- state the number of syllables in each;
- pronounce each word and tap out the syllables

2. Review the meaning of the word “syllable.”

3. Write:

whisper	carpet	tractor
ladder	wonder	penny

Have the pupils:

- identify the first vowel sound;
- note the two consonants that follow it;
- pronounce each word and tap out the syllables.

4. Rewrite the above words, dividing them into syllables.

Have the pupils study the examples and recall the generalization that when the first vowel letter is followed by two consonants, the first of the two consonants usually goes with the first syllable and the second consonant begins the second syllable.

5. Write:

butter	carton	arrow
elbow	hammer	candy

Have the pupils:

- pronounce each of the words;
- tap out the syllables;
- divide each into syllables.

LESSON 52

1. Review the generalizations that:

- (1) a single vowel in a word or syllable, followed by a consonant, usually represents the short vowel sound;
- (2) a single vowel at the end of a word or syllable usually represents the long vowel sound.

2. Write:

ladder	dentist
scamper	lantern
victim	under

Have the pupils:

- tell whether the first vowel sound is long or short;
- note that the first syllable probably ends with a consonant;
- recall the generalization that when the first vowel letter is followed by two consonants, the first of the two consonants usually goes with the first syllable and the second consonant begins the second syllable;
- divide the words into syllables.

3. Write:

tiger	lady	pony
paper	pirate	grocer
spider	lazy	pilot

Have the pupils:

- pronounce the word and tap out the syllables;
- tell whether the first vowel sound is long or short;
- note that the first syllable probably ends with a vowel;
- note that one consonant follows the vowel.

4. Rewrite the words, dividing them into syllables.

5. Pupils study the examples and note that when the first vowel sound in a word is followed by a single consonant, that consonant usually begins the second syllable.

6. Write:

baby	icy	tiny
music	label	pupil

Have the pupils:

- pronounce each word and tap out the syllables;
- divide each word into syllables.

Independent Exercise

Practice Book

Use page 106.

LESSONS 53-58

Throughout the lessons in phonics, the pages in the Practice Book, and the selections in *Out and Away*, you have encouraged your pupils to use their knowledge of phonics to identify unknown words. Here a series of six lessons is provided so that this skill can be checked, reinforced, and strengthened.

This series of lessons should serve a diagnostic function.

1. Areas of weakness can be determined. Extra lessons should then be provided in specific areas.
2. You may find that certain students need more practice, while others do not need to do all six lessons because they have already attained a high degree of skill in identifying new words.
3. Pupils who are hesitant to make an effort to identify words for fear of being wrong can be detected and encouraged to attempt to analyze unknown words.

Suggested procedure

1. In each lesson have the pupils read the selection and underline all words that they do not recognize readily.
2. On the board list the words that have been underlined by the pupils.
3. Draw attention to certain words (such as those underlined in the selections following) and have the pupils identify them and tell how they identify them. *Help* the pupils *to use* their knowledge of phonics to identify the words:
 - a) by directing their attention to the different letters and combinations of letters in the word;
 - b) by using known words with similar sounds to assist them;
 - c) by considering the context, and choosing the pronunciation that makes sense in the context.
4. Have the pupils check their pronunciation for accuracy in the total story context.
5. Have the sentences read aloud.

Variations in procedure

You can vary your procedure in this series of six lessons in these ways:

1. Have a student choose a specific word from the list of difficulties encountered by the group. The student then explains to his classmates his method of identifying the word.
2. In some of the selections one digraph, blend, or silent letter is repeated in several words. When one word has been properly identified and the method discussed, have the remaining words identified and the sentences read aloud.
3. For pupils who experience no difficulty with the selections provided, more challenging puzzles or riddles could be placed on the board. These could be related to other subjects being studied, to current activities, or to pupils' interests.

These lessons, then, should be varied to meet the needs of each specific group of pupils with the aim of *increasing indepenence in reading through developing skill in using knowledge of phonics to identify words*.

LESSON 53

PEACHES AND CREAM

Pupils use
Practice Book
Page 108

There once lived an owl in an old apple tree,
Who loved to eat peaches and cream for his tea.
He had great big ears which he used when he flew
To hear the hens cackle and hear the cows moo.
The sun burned his eyes so he shut them and dozed,
And soon fell to the habit of keeping them closed.

At a quarter to four he would pucker his brow
And listen as hard as he could for a cow.
Then, taking a bucket, he'd fly right away
To get all the cream that he needed that day.
But as for the peaches, he hadn't a clue.
He never could find them, for peaches don't moo.

For the rest of the evening, he'd sit and he'd sigh,
With his bucket of cream and a tear in his eye.
"What good are big ears?" he'd complain with a sob.
"You need both eyes open to help with the job."
"But *my* eyes are closed as tight as a seam;
"I'll *never* find peaches to go with my cream."

In another old tree lived another old owl
Who spent every hour that he could on the prowl.
His great big round eyes were both open and bright.
He could see very well, most especially at night.
But his head was as round as a big, bouncing ball.
He was deaf as could be, having no ears at all.

Every day his beak watered for peaches and cream,
Every evening he'd rouse himself out of his dream
And take a large basket and fly to the west
To a beautiful orchard where peaches grew best.
But he never found cream; he just didn't know how.
For without any ears, he could not hear a cow.

Pupils use
Practice Book
Page 109

LESSON 54

All the rest of the night he would hoot and would groan
And grumble that peaches were no good alone.
"What's the use of eyes open?" he'd stamp both his feet.
"Unless I find cream, my dessert's not complete."
"I cannot hear cows though they moo 'til they're hoarse;
"With no ears at all, it's quite hopeless of course!"

One night as the sun had just started to bed
And little bright stars twinkled far overhead,
The owl with big ears took his bucket and flew
To a black-and-white cow that had started to moo.
As the tired old sun shed a faint rosy gleam,
He started for home with a bucket of cream.

At that very same moment, the owl with big eyes
 Was hurrying home with his half of the prize,
 When suddenly, out of the gathering gloom,
 Flew the owl with the bucket, and RATTLETTY BOOM!
 The two owls collided with hoot and with scream,
 And were covered all over with peaches and cream.

"Please look where you're going," Eyes Open exclaimed.
 "I'm blind," replied big ears, "and not to be blamed."
 "You should listen with care so that when I fly near,
 "The clang of my bucket you're able to hear."
 Eyes Open replied, with a shake of his wing,
 "I'm sorry, I'm deaf — I do not hear a thing."

But when the two owls had their feathers in place,
 And each was removing the mess from his face,
 Big Ears smacked his beak with great hoots of delight,
 Eyes Open just shivered with joy at the sight.
 The impact had joined them in heavenly brew,
 And their dreams of fresh peaches and cream had come true.

Big Ears and Eyes Open now share the same tree.
 One hears very well, and the other can see.
 At sunset each evening they nod and they bow —
 One flies to the orchard, and one to the cow.
 And they feast every night to the utmost extreme
 On baskets of peaches and buckets of cream.

John Calam

Independent Exercise

Practice Book

Use pages 110, 111.

Pupils use **LESSON 55**
 Practice Book
 Page 119

THE FURRY, PURRY KITTEN

The furry, purry kitten got into everything.
 He got into cupboards with the towels and the
 sheets. He got into the closets with the coats and
 the boots. He got into the drawers with the pyjamas
 and the shirts. He even got into the box with the
 cakes and buns.

"We have to do something about that kitten!"
 cried the people in the house.

The furry, purry kitten paid no attention to
 what the people in the house said. He just sat
 washing his face with his rough, pink tongue and
 his soft, gray paw.

When his face was clean enough, he looked
 around the room with his bright, green, kitten eyes.
 He padded down the hall to the dining room and
 looked around again.

When he saw a small opening in a cabinet
 he went over to take a closer look. Then he wiggled
 and squirmed until he was right inside. He curled
 up in a tight, gray ball, with his tail tucked in under
 his chin, and went to sleep between the glasses
 and the andlesticks.

"Somebody left the door of the china cabinet
 open," said the lady of the house, shutting it with
 her toe. The furry, purry kitten didn't hear her. He
 was sound asleep.

When he woke up, he yawned and stretched
 the way he always did, and his front feet tipped
 over the candlesticks while his back feet kicked
 over a glass.

"Look what that kitten has done now!" cried
 the lady of the house. The furry, purry kitten blinked

his green eyes and licked her hand with his pink tongue.

She smiled and tickled him under the chin. "Well, all right," she said, "you're forgiven. But don't do it again!" And she carried him to the chair by the window so he could snooze in the sun.

When the sun went behind a cloud, he jumped down from the chair and walked through the house, his fluffy gray tail sweeping the air. When he

reached the kitchen, he looked around and saw that the door of the refrigerator was open a wee bit. He hurried over to look inside.

But the lady of the house slammed the door and almost snipped off his whiskers. "Get out of there," she cried.

The furry, purry kitten swished his fluffy gray tail and stalked out.

Lorrie McLaughlin

Pupils use **LESSON 56**
Practice Book
Page 121

THE GRATEFUL FISH

Once there lived in a far country a queer little mite of an old lady. She made her home in a syrup pitcher. Though a syrup pitcher may seem a very odd sort of home to us, it did very well for her.

Every day the little old lady took her basket on her arm and went to market. One day she met a man selling live fish for a shilling apiece. She chose a fine big fish, tucked him away in her basket, and started home.

Just as the old lady was crossing a small bridge over a creek, the fish poked his head out, and said in a wee small voice, "Old lady, please don't fry me in a pan and eat me for supper."

"But I paid a whole shilling for you," she said, "and if I don't eat you, I shall have nothing but bread for my supper."

Tears ran down the fish's face. "Oh, please throw me back in the creek," he said, "and maybe some day I can do you a favor."

Now, the queer little mite of an old lady had the tenderest heart in the world, so she threw the fish back into the creek. He swam out of sight, and the old lady had only bread for supper.

The next morning, as the little old lady was sweeping the steps, she saw a bright new piece of silver money in the dust. So she set out once

more for town, where she bought a fine piece of meat. On her way home she saw the same fish she had intended to have for supper the night before.

"Good evening, little old lady," he said politely.

"Good evening, Mr. Fish," she replied. "Thank you for the silver piece you sent me."

"A thousand times welcome," said the fish. "Is there anything else I can do for you?"

The little mite of an old lady thought for a moment, then she said timidly, "Well, I do wish I had a nice little cottage to live in."

"Go on home," said the fish. "Perhaps you may get your wish."

And when the queer little mite of an old lady had crossed the bridge and rounded the turn in the road, there by the tree, where once had stood her old broken syrup pitcher, was the neatest little cottage in the world.

The queer little mite of an old lady was very happy, and she lived there all the rest of her days.

RAT-A-TAT RATAPLAN

Flavia was the smallest witch of Spooky Coven, a cave in the dark forest. She stood before the head witch, Hagatha, clutching her white kitten Sibell, in her arms. Her head was bowed in shame.

"When will you ever learn the chants?" the old witch screeched. "How many times do I have to show you how to make a thunderstorm? Do you call this drizzle a storm?"

Gentle drops of rain shimmered down softly outside the cave.

"I forgot the words . . ."

"Forgot, forgot," Hagatha screamed. "I forgot how much trouble it is to break in a young witch. Now, listen carefully, again." Hagatha spread her scrawny arms and wriggled her long, bony fingers "Hogamy, dogamy, jigamy jolts, Thunder claps and lightning bolts."

White spears of lightning stabbed the sky. The thunder rolled and rumbled, then crashed like clanging cymbals in Flavia's ears.

"Now, *that* is a thunderstorm," Hagatha cackled with pleasure. "You try it."

Flavia bit her lip. She had forgotten the words already.

She stroked Sibell's soft fur and tried hard to remember.

"And put that white cat down," Hagatha screamed. "No wonder your spells won't work. A white cat is bad luck."

Flavia sighed and placed Sibell gently on the ground. She spread her chubby arms out wide. Then she waved them five times.

"Mizzle, fizzle, sizzle, Let the rain drops drizzle."

"No, no, no!" Hagatha's face purpled with fury. "I should have fed you to the wolves when I found you wandering in the forest. Now I'm late for the midnight Halloween haunt. While I'm gone you *practise* the words:

"Hogamy, dogamy, jigamy jolts,

"Thunder claps and lightning bolts."

Off Hagatha flew, and Flavia started to sing the words. Over and over again she sang them, but still nothing happened. She was sure that she had the words right. So what was wrong now?

Then she remembered! A witch doesn't sing — she mutters. Flavia began to mutter. And at the word "bolts," the lightning flashed and the thunder roared!

"I've done it! Oh, I've really done it," cried Flavia.

Estelle Salata

THE LAZY ONE

Two weeks passed. The young beaver were growing, their fur was getting long and thick. They stayed awake longer now and wrestled and rolled with each other. The Gentle One showed them how to sit up and balance themselves with their flat, scaly tails and how to comb their fur with the long claws on their front feet. The Wise One taught them how to hold the green sticks and nibble the bark.

The Clever One learned quickly. He was the biggest of the four kittens and he was always hungry. The Noisy One and Little Buck spent most of their time playing.

The fourth beaver they named the Lazy One. The Lazy One did not want to do anything but curl up with his nose between his front feet and sleep. The Ancient One shook his head at the Wise One and looked very worried. A beaver must learn and work in order to live. The Gentle One scolded and spanked, but the Lazy One refused to learn. He would not learn to nibble the sticks. He would not learn how to comb his fur. He would not learn how to balance himself on his tail. He would do nothing but sleep.

Mary Doherty Smith

Independent Exercise

LESSON 59



This series of six lessons is designed to strengthen pupils' skill in using context as an aid in word recognition. These lessons are intended to teach pupils *how* to use context; it is essential that they be encouraged to use it in *all* reading activities. Whenever possible, when a pupil encounters difficulty with an unknown word, guide his *application* of the skills developed in these lessons.

Remember that context is best used in conjunction with phonetic, and at times structural, clues.

Be sure pupils check their "reasoned guess" to see if it (1) fits the meaning of the passage; (2) fits the structure of the sentence; (3) agrees with phonetic and structural clues (for example, beginning consonant; -ing ending).

Using the
context
— unknown
word is
defined

1. Have the pupils read each paragraph and identify the underlined word. If the pupils can identify the word, discuss the clues that were helpful. If they cannot, guide them by questioning, to make use of *contextual* and *phonetic* clues. A suggested pattern of questions is given for the first paragraph.

(If your pupils recognize the word at sight, have them consider it as a hypothetical problem and look for clues that would help a less able reader.)

Pupils use
Practice Book
page 1

1. A man went along our street calling at every house. He had brushes and brooms and many other things to sell. He was a peddler.

Suggested questions:

peddler

What does the first sentence tell you that the man is doing?

Would someone visiting the homes do that?

Why is the man going to all the houses?

Look at the first letter of the word. Think of a word that starts with the sound represented by that letter and means "someone who goes from door to door selling things."

How do you know it would be wrong to read, "He was a salesman"?

moved
furniture

2. The family moved to a new house. Mother said, "The new house is bigger than the old one. We will have to get some new furniture. We must have more chairs. We must have another table. We need two new beds."

highway

3. The new road was wide and smooth. Cars and trucks and buses went very fast on it. It was a new highway.

evening

4. School is out, and now it is evening. The sun is setting, but it is not dark yet.

- storm
- insects
- elevator
- pilot
- giant
- growls
5. It rained and rained. The wind blew hard. Then it started to hail. It was a very bad storm.
 6. Ants and bees and beetles are all insects.
 7. When we were shopping downtown, we didn't have to walk up to the second floor. We stepped into the elevator, the doors closed, and up we went.
 8. The airplane was ready to take off. It moved down the runway. As the pilot moved the wheel, the airplane left the ground. This pilot really knew how to fly a plane.
 9. The man in the story was very, very tall. His head was in the clouds. He could step right over a hill. He was a giant.
 10. The lion opened his mouth. He showed his teeth and made a noise. "That is the lion's way of talking," said Jack. "He growls all the time."
-

Using the
context
— familiar
situation
as a clue
to word
recognition

LESSON 60

Follow the same procedure as in the previous lesson.

In this lesson the unknown word is related to a familiar situation. Be sure the pupils combine *meaning clues* with their *knowledge of letters and sounds* to identify the words.

Remind the pupils that they should read to the end of the paragraph to find all the clues to the unknown word. Too often pupils stop when they encounter difficulty and so don't get some of the best clues.

Pupils use
Practice Book
page 4 (top)
station

1. The train stopped at the station.
People got off, and people got on.
Then the train puffed off to the next station.

Suggested questions:

What did the train do?

What happened when the train stopped?

Where does a train stop to let people get off or on?

Look at the beginning letters. Could "station" be the word?

Read the first and last sentences to see if "station" makes sense in both of them.

wear
sweater

2. You don't need to wear a coat to school today. It is not cold, but it's not too warm. You had better take a sweater.

storm
thunder
lightning

mosquitoes

answer

3. It rained and rained and rained. It was a very bad storm. We could hear the thunder. After the thunder, we waited to see the lightning flash.
4. I like to go camping, but I don't like the mosquitoes that buzz around at night. They fly into the tent and buzz and buzz. They are just waiting to bite you. Camping would be a lot more fun if mosquitoes stayed home.
5. "Where are you going?" asked Joan.
"Someplace," said Jan.
"That's not a very good answer," said Joan.
"I still don't know where you're going."

Independent Exercise

Practice Book

Use page 4 (bottom).

Using the
context
— the unknown
word is
contrasted
with a
known word

LESSON 61

Have the pupils read each selection and identify the underlined word. *Discuss with the pupils* the context and phonetic clues that were helpful in identifying it.

After each word is identified, have the pupils circle the word or words that have the opposite meaning.

Pupils use
Practice Book,
page 27 (top)

exciting

high

whispered

collection

early

recognize

1. Tom said the parade would be dull, but it was very exciting.
2. Don't put the dish on that low shelf. Put it up on a high shelf where the baby can't get it.
3. The boy spoke loudly to his friends at the ball game, but whispered to them in school.
4. I have only one card, but my friend has a collection of them.
5. We were afraid that we would be late for the parade, but we hurried so fast, we were early.
6. The lady said, "You don't know me, but I recognize you."

Independent Exercise

Practice Book

Use page 27 (bottom).

LESSON 62

Using the context
to identify
an unknown
word
— definition
— synonym

The purpose of this lesson is to focus attention on the use of context to identify words. Frequently unknown words are *defined* in the sentences in which they occur, or a *synonym* is given; pupils should learn to combine such meaning clues with phonetic clues to identify new words.

Write the following sentences on the board. Have the pupils read each of them. Focus attention on the underlined word.

If pupils recognize it, discuss the clues that aided in recognition.

If they do *not* recognize it, guide them to use the contextual and phonetic clues to identify it.

For example:

1. Jim looked in all directions — north, south, east, and west.

Ask: (a) **Where did Jim look?**

(b) **What word can you think of that starts with “d,” and could mean north, south, east, or west?**

2. That coat is expensive. It costs a great deal of money.
3. John’s father has a new automobile. He says it’s the best car he has ever had.
4. That elephant is SO BIG. It’s enormous.
5. The cartons broke open and the cans spilled out. Every box was broken.
6. A man shouted, “Stop, thief!” but the robber ran away.
7. We’re building a new kennel for Rover. The old doghouse is too cold.

Independent Exercise

Practice Book

Use page 49.

LESSON 63

Using the
context to
identify an
unknown word

a word
summarizes the
information in
a passage



Follow the same procedure as suggested for Lesson 59.

In this lesson, the unknown word summarizes the ideas presented in the passage. Pupils should combine the *meaning clues* with their *knowledge of letters and sounds* to identify the word.

Remind the pupils to read to the end of each passage as some of the best clues may follow the unknown word.

Pupils use
Practice Book
page 74 (top)

mystery

1. I left my pencil on my desk and now I can't find it. It isn't on the floor. It isn't in my desk. Nobody has been near to take it. Where it's gone is a real mystery.

Suggested questions:

- a) Where was the pencil left?
- b) Where did the child look for it?
- c) Where has it gone?
- d) Can you think of a word beginning with "m" that means the child is puzzled about where his pencil is?

immediately

2. "Come in to dinner now, John," called his mother.
"Later, please," said John. "Wait until I finish my game."
"Now, I said," answered his mother. "Come in here immediately. Dinner is ready right this minute."

practice

3. "You did not sing that song very well," said the teacher. "You need more practice. You will have to sing it again and again. I want you to do better tomorrow."

favorite
flavor

4. I like chocolate candies best. I like chocolate ice-cream best. I like chocolate puddings best. Chocolate is my favorite flavor.

mischievous

5. Johnny's pup chased his sister's kitten. It slept on his father's chair. It tracked through his mother's kitchen. It chewed up Johnny's book. Johnny's mother said, "That dog is always in mischievous."

decorations

6. The children cut out stars and made strings of popcorn. They painted pine cones. They made paper snowmen and paper chains. Soon they had enough decorations for the Christmas tree.

Independent Exercise

Practice Book

Use page 74 (bottom).

Review —
using context
clues

LESSON 64



Pupils have now been taught several lessons which showed them *how* to use context; these will have been successful if you have also encouraged the pupils to use context as a word recognition clue in *all* reading activities and guided their *application* of skills developed in these lessons.

Context is best used in conjunction with phonetic and structural clues.

Be sure pupils *always* check their "reasoned guess" to see if it (1) fits the meaning of the passage; (2) fits the structure of the sentence; (3) agrees with phonetic and structural clues.

Pupils use
Practice Book
page 101 (top)

earthquake

attention

tremendous

polite

pleasure

answered

Follow the procedure suggested in Word Perception Lesson 59 and have the underlined words identified.

1. Trees fell down. Houses shook. The ground moved under our feet.
"It must be an earthquake," said Paul.
2. "I don't know how to do my work," said Bill.
"You should know," said the teacher. "I told the class what to do. You must pay attention."
3. A mouse is a tiny animal, but an elephant is tremendous.
4. Ken is a very well-mannered boy. He is always polite.
5. "Thank you for helping me carry the parcels," said the old woman.
"It was a pleasure to help you," said Tom.
6. "What was that?" cried Jane.
"A bird," answered Jack. "Look! It flew against the window and fell to the ground."
"Look at the poor thing," said Jane. "It's dead."
"I don't think so," said Jack. "It's still breathing."

Independent Exercise

Practice Book

Use page 101 (bottom).

Lessons 65-93: Structural Analysis

Review —
recognition of
inflectional
endings
-s, -ed, -ing

LESSON 65



Have the pupils use the *letter names* in referring to the endings -s, -ed, -ing.

1. Write on the board:

shows	starts	walks
showed	started	walked
showing	starting	walking

- a) Have the root words underlined.
- b) Have each ending circled.
- c) Point out that in reading each of the words, it was necessary to recognize the root word and then add the ending.
- d) Have each word used in a sentence.



Pupils will meet many inflected words in their reading, where the root is unknown. It is very important that they develop a systematic approach to use in identifying such words. They should learn to:

- a) remove the ending;
- b) use phonetic and context clues to identify the root;
- c) add the ending;
- d) check the word in context.

2. Put the following words on the board:

training	pulled	bleats
cheated	yelps	pulling
blowing	standing	shouted

For each:

- have the ending identified and covered with a card;
- have the root identified using phonetic skills when necessary;
- have the whole word pronounced.

Application

3. Have the underlined words identified.

The Indian hunter was stalking the deer.

Jerry scolded his pet.

The dog was trailing a doll across the yard.

The bee stings anyone who bothers him.

Review —
plural and
possessive forms

LESSON 66

1. Write the following on the board:

Tom's books.
The clever boys.
Mother's plates.
The boy scout's hat.
The kitten's claws.

- a) Have each ending underlined.
- b) Have the meaning of each ending considered. Introduce the term "plural."
- c) Review the term *apostrophe*.
- d) Point out the varying sounds of "s" as an inflectional ending.

2. In the following sentences, have the root of each underlined word identified and the significance of the ending given.

When you finish your games, put Jack's jacks away.

Show him Bill's bills for the toys.

Each rose in Carol's garden has many pink petals.

I never saw such long crayons as Lee's.

adding the
ending -es

3. Write:

dish

Mother has two dishes.
She dishes the dinner.

A. Say:

- 1) Pronounce this word. (*dish*)
- 2) Underline the word that has *dish* as its root and means more than one dish.
- 3) Underline the word that has *dish* as its root and tells what someone does.
- 4) Circle the endings on each underlined word.

B. Repeat this procedure with:

lunch

I made the lunches to take to school.
The ant lunches on the crumbs from our picnic.

guess

You have only two guesses.
He guesses that there is a kitten in the box.

C.

- 1) Have the pupils study the examples and note that the ending -es is sometimes added to words to form the plural, and at other times, to denote someone's action.
- 2) Recall that usually the ending -s is added. (hats, runs, sails, ships, etc.)
- 3) Demonstrate the difficulty of pronouncing words such as lunch(e)s, dish(e)s, guess(e)s, if the -s alone is added.

Application

4. Write the following words in a column:

dash	go	wash
truck	church	catch
box	run	finish
flash	watch	bark

Have pupils find the word and add the right ending to match your oral statements:

Places where people worship.
What lightning does.
What John does when he is in a hurry.
How a squirrel goes up a tree.
What presents are packed in.
What delivery men drive.
What a ball player does.
More than one of something to tell the time.

Independent Exercise

Practice Book

Use page 13.

Review —
recognition of
inflectional
endings
-er, -est of
comparison

LESSON 67

1. Put the following on the board:

long

longer

longest

Have the words pronounced and the endings underlined in the latter two. Ask the pupils to use the words in sentences that will show why we have different forms.

2. In each of the following groups of sentences have the root word of the underlined words identified, and then have the complete word pronounced.

*

Have the pupils use the letter names in referring to the endings -er and -est.

My rose is pink.

Mary's rose is pinker than mine.

Judy's rose is the pinkest in the whole garden.

Joe is a great hunter

Paul is greater than Joe.

Len is the greatest hunter of all.

Saturday was a cold day.

Sunday was colder than Saturday.

Today is the coldest day of the winter.

generalize

3. Have the pupils study the sentences and formulate the generalization that the ending -er is added when two things are compared and -est is added when three or more things are compared.

Have the underlined words identified. Be sure the pupils remove the ending before attempting to identify an unknown root.

Tim has the thickest piece of candy.

The sun is brighter than the moon.

He is the kindest friend we have.

Independent Exercise

Practice Book

Use page 14.

Compound words **LESSON 68**

1. Write: cowboy
schoolroom
playground
 - a) Ask the pupils to identify the root words of each word.
 - b) In each case lead them to see that there is not one root, but two.
 - c) Discuss the meaning of each compound, focussing attention on the contribution each root word makes to the total word meaning.
 - d) Introduce the term "compound word" to mean a word formed from two root words.

2. Write:

The boys played baseball on the playground.
Someone in the classroom is noisy.
The snowflakes fell on the sidewalk.

- a) Have each compound word underlined.
- b) Discuss the meaning of each, bringing out the contribution of each root.

Independent Exercise

Practice Book

Use page 23.

Contractions **LESSON 69**

Pupils will be familiar with contractions in that they have learned to recognize and use them in their reading. The purpose of this lesson is to develop an understanding of this word form.

1. Write the following sentences on the board, leaving sufficient space between them to allow for re-writing each:

"I am going to school," said Rob.

"I will have time to mail your letter."

"It is not late."

- a) Have the first sentence read orally.
- b) Ask what other way Rob might have said the underlined words.
- c) Re-write the sentence directly under the original, substituting "I'm" for "I am."
- d) Introduce the term "contraction" as meaning a short way to say, or write, two words.
- e) Repeat the procedure with "I will" and "It is."
- f) Compare each contraction with the original form to indicate the function of the apostrophe to show that a letter (or letters) has been left out when two words were shortened to one.

2. Write:

"Let us hurry home," said Jean.

"We are late for dinner.

We can not stop to play."

- a) Ask pupils to point out where contractions might be used.
- b) Re-write the sentences.

Application

3. Write:

We're going to have a picnic tomorrow.

We've finished our work.

We'll go to the park and have fun.

We'd like you to come too.

Have the pupils:

- underline the contraction;
 - give the original form;
 - re-write the sentences using the full form of the contractions.
-

Contractions **LESSON 70**

1. Write:

I'll
He's
We're
It's

- Review
- a) the meaning of contraction;
 - b) the function of the apostrophe.

Write the full form of each.

2. Write:

I didn't bring my book to school.

I shouldn't forget it.

Terry hasn't read my story yet.

I don't think he has had time.

He doesn't want to miss it.

I won't forget the book tomorrow.

- a) Follow the same procedure used in Step 3 of Lesson 69.
- b) Guide the pupils to note that when "not" is joined to another word, it is not the first letter(s) that is omitted but the 'o.'
- c) Consider "won't" as an exception.

*

Your pupils may be interested in the origin of *won't* – from the Old English "woll not."

List other contractions formed with *not*. (haven't, couldn't, mustn't, hadn't, wouldn't, wasn't).

Independent Exercise

Practice Book

Use page 25.

Recognition of
root words
when the
final consonant
has been doubled
before adding
endings
-ed, -ing

LESSON 71

1. Write:

jump	play	call
jumps	plays	calls
jumped	played	called
jumping	playing	calling

Pupils:

- read each column;
- underline each ending;
- identify each root word.

2. Write:

hop	step	grin
hops	steps	grins
hopped	stepped	grinned
hopping	stepping	grinning

Pupils:

- read each column;
- underline each ending;
- identify each root;
- note that the final consonant was doubled before adding -ed and -ing.

generalize

After studying the examples, pupils should be able to generalize that:

- (1) doubling the final consonant does not change the sound of the root word;
- (2) the final consonant is often doubled before adding -ed or -ing when the root word ends in a single consonant preceded by a single vowel.

Application

3. Have the pupils:

- read the following sentences;
- find words with endings;
- underline the root words and tell what was added.

Tom and Bill were swimming.

Jean was cutting out pictures for her scrapbook.

The storekeeper fitted Jack's new shoes.

The top was spinning very fast.

Independent Exercise

Practice Book

Use page 31.

Recognition of
root words when
the final
consonant has been
doubled before add-
ing endings
-er, -est

LESSON 72

Follow the same procedures used in the previous lesson using the following examples:

Step 1:

old	older	oldest
small	smaller	smallest
fast	faster	fastest

Step 2:

big	bigger	biggest
fat	fatter	fattest
red	redder	reddest

Step 3:

That clown has the saddest face I have ever seen.

Gary's book is thinner than Carl's.

Today is hotter than yesterday.

He looked for the flattest place to make his camp.



Review the concept that -er is used when comparing two things; -est when comparing three or more.

Independent Exercise

Practice Book

Use page 32.

Recognition of
plural forms of
words that
end in y

LESSON 73

1. Write:

I have one pony.

I want two ponies.

I lost one penny.

I have only three pennies left.

Jill had two chocolate Easter bunnies.

She ate one bunny.

Have the pupils identify the underlined words.

For each example of the plural form ask:

- a) What is the root word?
- b) What ending was added?
- c) What change in spelling was made before the ending was added?
- d) Did the change in spelling change the sound of the root word?

generalize

After studying the examples, the pupils should form the generalization that, when a word ends in y, to form the plural you usually change the "y" to "i" and add "-es."



It is important that the pupil learn to identify the original form of the root if he is to identify unknown words of this type.

Application

2.
 - a) Have the plural words in each of the following sentences identified.
 - b) Have the root word given.
 - c) Write the root word above the plural form.

Halloween parties are fun.

Two little babies were crying.

Ted read all the stories about animals.

Seven little puppies were playing in their yards.

Recognition of
inflected forms
of root words
that end in y

LESSON 74

* Encourage pupils to use the *letter names* when referring to word endings.

1. Write:

Denny will try to do it.
Denny tries to do it now.
Denny tried to do it yesterday.
Denny is trying to do it again.

Have pupils identify each of the underlined words. Then have the root word of each identified, and note the change when s and ed are added.

Use the same procedure with the following words:

fry	hurry
fries	hurries
fried	hurried
frying	hurrying

generalize

Have the pupils:

form the generalization that when the root word
ends in y we usually

- (1) change the y to i before adding es
- (2) change the y to i before adding ed.

Have the pupils:

note that changing y to i does not change the
pronunciation of the root.

Application

2.
 - a) Have the pupils locate words in the following sentences that have endings.
 - b) Have the root identified and written above the word.
 - c) Focus attention on the changes in spelling.

Emphasize the importance of finding out what the original form of the root was, in identifying unknown words.

Kit carries a heavy box.

The plane flies far away.

"Don't do that!" cried Bob.

The squirrel scurried up a tree.

Who is carrying the picnic lunch?

Independent Exercise

Practice Book

Use page 37.

LESSON 75

Recognition of
comparative
forms (endings
-er, -est) of root
words that end in y

1. Write:

At the circus, the elephants were *funny*.
The monkeys were *funnier* than the elephants.
The clowns were *funniest* of all.

happy	pretty	sunny
happier	prettier	sunnier
happiest	prettiest	sunniest

Have the pupils study the examples and:

- note the root word of each;
- note the ending added in each case;
- note the spelling changes;
- note that changing y to i does not change the pronunciation of the root;
- form the generalization that when the root word ends in y, we usually change y to i before adding -er or -est.

generalize

Application

2. Use the same procedure as suggested in Step 2 of Lesson 74 with the following sentences:

She is the laziest girl I know.

This clown is jollier than that one.

Bring the heaviest stone you can.

Read the funniest story in your book.

I am sleepier now than I was before.

Independent Exercise

Practice Book

Use page 39.

Recognition of
derived forms
with the
suffix -er
(of agent)

LESSON 76

1. Write:

Bill can *play* ball. He is a good ball *player*.

See Pete *bat* the ball. He is the best *batter* on the team.

Paula's father *owns* a garage. He is a garage *owner*.

Mark can *spell* those words. He is a good *speller*.

- a) Have the pupils read each pair of sentences.
 - b) Ask, "What did you call 'a person who plays;' 'a person who bats' etc?"
 - c) Have the root word in each case underlined.
 - d) Have the suffix identified.
 - e) Use the word "batter" to illustrate that the final consonant generalization developed for the comparative endings also applies here.
 - f) Point out that the suffix -er is added to words to mean "someone who does something."
-

Recognition of
derived forms
with the
suffix -er
(of agent)

LESSON 77

1. It is cold so we must turn on the *heater*.

The clothes are wet. Put them in the *dryer*.

Dad cut the grass with the *mower*.

Use the same procedure as was used in Lesson 76 to develop the generalization that the suffix -er often means "something that does something" as well as "someone who does something."

2. Put the following definitions on the board. Have the pupils give a word with the suffix -er to match each.

washer	Something that washes clothes.
can opener	Something that opens cans.
singer	Someone who sings.
record player	Something that plays records.
reader	Someone who reads.
clippers	Something the barber uses to clip off your hair.

Independent Exercise

Practice Book

Use page 45.

LESSON 78

Recognition of
compound words
in which *one* root
word is known
—using
context

1. Write the following words on the board.

snowball
cowboy
into

sunshine
schoolroom
someone

Have the pupils find the *two* root words.

Review the term *compound word*.

2. Comment that sometimes when we find compound words as we read we only recognize *one* of the root words.

3. Write the word "whirlwind." Ask the pupils to give one root.

4. Write the sentence:

The whirlwind blew the leaves around and around.

Have the underlined word identified.

Discuss the use of context and the one known root word to identify the word.

5. Consider the meaning of the compound word, relating this to the root words.

Application

6. Follow the same procedure with the following words and sentences.

- a) Evergreen trees are green all winter.
- b) The horrid old witch flew off on her broomstick.
- c) It was such a cold day that he wore his overcoat.
- d) Boy Blue fell asleep under the haystack.
- e) Red Riding Hood's father was a woodsman.
- f) There was a bright fire in the fireplace.

Independent Exercise

Practice Book

Use page 50.

LESSON 79

Recognition of
derived forms
with the
suffix -ly

1. Write the following pairs of sentences on the board. Underline *slow*, *bright*, *loud*.

The sign says, "Slow."
Mother said, "Walk slowly, Joe."

It is a bright day.
The sun is shining brightly.

The noise is loud.
Speak loudly or no one will hear you.

2. Have the first pair of sentences read. Ask:

- What is the root word of slowly?
- What suffix was added to slow to make slowly?
(Have the -ly circled.)
- How must Joe walk?
- What does slowly mean?

Write: Slowly means in a slow way.

Repeat this procedure with the other pairs of sentences.

3. Write the following words on the board.

- Have the pupils pronounce each word.
- Have the ending covered and the root word identified.

friendly	quickly	suddenly
softly	sadly	gladly

4. Have the sentences read.

- Speak softly when you are working together.
- Walk quickly to the door.
- Suddenly the lights went out.
- She is very friendly.

Recognition of
root words that
end in y to which
the suffix -ly has
been added

LESSON 80

1. Write the following sentences on the board. Have the root word circled in each underlined word. Have each underlined word defined. ("Quietly" means "in a quiet way.")

The teacher spoke quietly.
John called loudly.
I tip-toed softly across the room.

2. Write the following sentences.

The birds sang merrily.
Put your things away tidily.
The children played happily.

Ask for the root word of each underlined word and write it to the right of each sentence.

Ask:

- What suffix has been added to each word.
- How has the root word changed?

3. Have the pupils study the examples and formulate the generalization that when a root word ends in "y", the "y" is changed to "i" before the suffix "ly" is added.

4. Have the pupils give the root words of each of the following.
Write the root words to the right of each.

prettily	wisely
sleepily	angrily
easily	roughly

5. Have the pupils add the suffix -ly to each of the following.

foolish
merry

heavy
smooth

Independent Exercise

Practice Book

Use page 57.

Alphabetical
order

LESSON 81

Pupils must be thoroughly familiar with the alphabet itself before they can be expected to use the idea of alphabetical order in dictionaries, encyclopedias, telephone books, and so on. It is not enough for pupils to be able to say the alphabet in order. Pupils should be able to identify *quickly* which letter comes before or after another, and to recognize immediately in which third of the alphabet a letter occurs. This latter skill is necessary if pupils are to learn to use a dictionary quickly and efficiently. The next three lessons check pupils' knowledge of the alphabet and introduce the idea of alphabetical order.

review the
alphabet

1. Review the alphabet. Make sure that each pupil knows the sequence thoroughly. As well as being able to *say* the alphabet, pupils should be able to (a) write it, and (b) arrange letter cards in the correct sequence. (During this period of checking knowledge, the alphabet that is usually posted in the classroom should be removed. Otherwise pupils are likely to depend on it, rather than on their memory.)

which letter
comes before?
after?

2. To ensure complete ease with the alphabet, provide practice in quick recall of the letter that comes before or after another. For example, ask questions such as the following:

"Which letter comes before b?"

"Which letter comes after m?"

----- before m?"

----- after j?"

Pupils answer either orally, or for more complete participation, in writing. Many short periods of the above exercise may be necessary for many of your pupils.

alphabet in
thirds

3. Give pupils practice in locating a letter in a particular third of the alphabet. If a dictionary is divided into three parts, the division of the alphabet is:

(1) a b c d e f

(2) g h i j k l m n o p

(3) q r s t u v w x y z

Put the three divisions on the chalkboard and have the pupils tell in which part particular letters occur. Provide as much practice as is necessary.

alphabetical
order

4. Tell the pupils that sometimes we order words in lists by looking at the first letters of the words, and making sure those letters follow alphabetical order.

Write on the chalkboard:

bird

ask

candle

Have the pupils identify the first letter of each word. Then ask which letter comes first in the alphabet, which second, and which third. Write the words in a list on the board.

Continue in the same way with the following groups of words (use only the first section of the alphabet):

- | | | | |
|-----------|--------|---------|-------|
| a) carpet | bill | add | |
| b) after | cattle | dinner | bear |
| c) dancer | artist | builder | clerk |

Independent Exercise

Practice Book

Use page 66.

Alphabetical
order

LESSON 82

1. Discuss with the pupils the books in which we find words listed in alphabetical order: for example, the telephone book, dictionaries, encyclopedias.

- a) If a telephone book is available, show the pupils how we find names and telephone numbers in a telephone book. Select several names of pupils and look them up in the directory.

List, in alphabetical order, the surnames of the pupils in the class. Ask pupils if anyone's last name begins with A, and if so list it on the board. Continue with the letters in this way. Where there is no name beginning with a particular letter insert a line in the space.

Ask pupils where a listing of names such as you have made might appear (class register, records, etc.).

- b) Many pupils will be familiar with picture dictionaries, and/or simple children's dictionaries. Ask how words are placed in the dictionary and what we have to know if we want to find a word quickly.

Review the three parts of the alphabet. Divide the chalkboard into three parts, and write the letters for each part. Then pronounce words and have the pupils tell you in which part of the dictionary you would find them. Write the words in the correct section of the board.

Later erase the letters and give pupils practice in locating words without the visual aid.

Words that you might use are:

- | | | |
|----------|--------|-------|
| sail | zebra | drum |
| lump | jiggle | vest |
| cab | quiet | happy |
| pretty | across | yarn |
| elephant | lemon | tent |
| map | goose | frame |

Alphabetical order LESSON 83

1. Review the idea of listing words in alphabetical order according to the first letter of the word. Use these words:
follow ape dead butterfly cape every
2. Use the following series of words and develop the idea that not all lists of words have one beginning with a. Emphasize that the first entry in a list of words in alphabetical order can begin with any letter in the alphabet.

- a) easy drop crane
- b) fan even drop hold glove
- c) march play over nine lamb
- d) quickly strap troop race using
- e) zoom yard wander vat X-ray
- f) ink loop jump kitten moon night



Be sure to write the words in vertical lists as this is the form in which words in alphabetical order most often appear.

Independent Exercise

Practice Book

Use page 84.

Recognition of root
words when the final
e has been dropped
before the endings
-ed and -ing

LESSON 84

1. Write:

(a) jump jumps jumped jumping
hop hops hopped hopping

Pupils:

- identify the root word in each inflected form;
- note in which root words there was a change.

2. Write:

like likes liked liking
hope hopes hoped hoping
move moves moved moving

Pupils:

- identify the words in each series;
- note that the final e of the root word was dropped before adding -ed or -ing;
- generalize that final e is usually dropped before adding -ed or -ing.



Note that the inflectional ending that indicates past tense is -ed. Therefore, in root words such as *like*, *hope*, and *move*, the final e must be dropped, otherwise the word would be spelled *likeed*.

3. Write:

having	riding	liked
raked	making	leaving

Pupils:

- underline each ending;
- write the root words.

Independent Exercise

Practice Book

Use page 90.

Recognition of root words when the final e has been dropped before the endings -ed and -ing

LESSON 85

1. Write:

work	worked	working
step	stepped	stepping
like	liked	liking
rake	raked	raking
hike	hiked	hiking

Pupils:

- read each series of words;
- note the changes in the roots when endings are present.

2. Write:

hoped	hopped
planed	planned
hoping	hopping
planing	planning

Pupils:

- underline the ending of each word;
- write the root word of each;
- note the difference in the root words;
- note that when a double consonant is present, the root word usually has the short vowel sound; and that when there is a single consonant before the ending, the root word usually ends in final e and has a long vowel sound.

3. Write:

slamming _____
 cared _____
 getting _____
 biting _____
 taking _____

Pupils write the root word.

Independent Exercise

Practice Book

Use page 91.

Recognition of
plural forms
of words

LESSON 86

1. Write the following word lists on the board.

hens	babies
cows	pennies
books	candies

Have the pupils identify each word and discuss the function of the -s or -es endings. Have the root words identified. Note the change in the root words in the second column.

2. Write the following on the board.

one calf	two little brown <u>calves</u> .
one loaf	three <u>loaves</u> of bread.
one wolf	a pack of <u>wolves</u> .

Have the pupils *pronounce* the underlined word in each phrase.

For each, ask: "What is the root word?"
"How did the root word change?"
"What ending was added?"

Guide the pupils to formulate the generalization that when a noun ends in f, to form the plural we usually change the f to v and add es.



Be sure to point out the *varying sounds* represented by s as a plural ending.

3. Have pupils:

- identify the underlined words;
- decide what the root word of each is;
- tell how the root word changed;
- tell what ending was added.

- a) Many yellow leaves fell to the ground.
 - b) I met two funny little elves.
 - c) Buy some new yellow scarves.
-

Recognition of
plural forms
of words

LESSON 87

1. Write:

girls	shelves
bunnies	halves
	leaves

Have the pupils:

- a) read the words;
- b) identify the roots words;
- c) tell how the root words were changed in the plural form.

2. Write:

wife	knife	life
wives	knives	lives

Have the pupils:

- a) read the pairs of words;
- b) tell how the root word changed in the plural form.

3. Have the following sentences read:

Wear a warm scarf.
 The boys will do it themselves.
 The big black wolf was howling.
 Buy two loaves of bread.
 Put the book on the shelf.
 The calves are eating green leaves.
 The knives are dull.

Independent Exercise

Practice Book

Use page 93.

Compound words
 —one root
 word known

LESSON 88

1. Review the meaning of the term "compound word" in the following manner.

On the board write:

sunset, cowboy, into, schoolroom

Have each word pronounced.

Have the root words of each identified.

Have the words recognized as "compound words," and "compound words" defined as words with two roots.

2. Write:

sailboat	bluejay	myself
steamboat	rainbow	daylight
railway	sidewalk	goldfish

Pupils:

- underline one familiar root in each;
- use phonics to identify the second root word;
- pronounce each word and use it in a sentence.

3. Pupils:

- locate a compound word in each of the following sentences and underline one familiar root;
- use context and phonetic clues to identify the unknown root and then the complete word;
- read the sentence orally to check the word in total context.

The rain ran down the car windshield.
 The housekeeper was baking pies.
 Johnny had a drink of buttermilk at the farm.
 Mr. Jackson will need a stepladder to pick the apples.
 The rabbit left footprints in the snow.

Independent Exercise

Practice Book

Use page 96.

Review —
 alphabetical
 order

LESSON 89

1. Review the idea of alphabetical order. Write the following words in a row across the chalkboard:

house	animal	crooked	bear
dentist	fairy	evening	ghost

Have the pupils:

- tell which letter they look at when putting words in alphabetical order;
- write the words in list form in correct order.

2. Review knowledge of the alphabet by:

- a) asking which letter comes before _____?
 which after _____?
- b) locating words in the thirds of the alphabet.
 Pronounce a word; pupils respond by saying 1, 2, or 3.
 Write words on the board; have pupils write the numerals
 on a piece of paper.

Independent Exercise

Practice Book

Use page 102.

Review —
 recognition of
 words with
 inflectional
 endings
-s, -ed, -ing

LESSON 90

1. Write:

show	shows	showed	showing
scold	scolds	scolded	scolding
hop	hops	hopped	hopping
grin	grins	grinned	grinning
cry	crys	cried	crying
flew	flies	flew	flying
rake	rakes	raked	raking
move	moves	moved	moving



Be sure the pupils use *letter names* in referring to the endings s, ed, ing.

Pupils:

- read each series;
 - study the examples and recall the generalizations:
- (1) When the root word ends in a single consonant preceded by a single vowel, the final consonant is often doubled before adding ed or ing.
 - (2) When the root word ends in y, we usually change the y to i and add es or ed.
 - (3) When the root word ends in final e, we usually drop the i before adding ed or ing.



Pupils will meet many inflected words in their reading in which the root word is unknown. It is of major importance that they develop a systematic approach to use in identifying such words. They should learn to:

1. Remove the ending.
2. Use phonetic and context clues to identify the root.
3. Add the ending.
4. Check the word in context.

2. Write:

hoping	chatting	fries
trotting	running	stepped
enjoyed	trying	riding

Pupils:

- underline the ending;
- write the root word;
- identify the root word, using phonetic skills when necessary;
- pronounce the original word with the ending.

3. Have the underlined words identified and the sentences read.

Jim pleaded with his father to let him go.
 He saw the boy dodging around the corner.
 Jenny spied a tiny black beetle under the leaf.
 The wheel was spinning around.

Independent Exercise

Practice Book

Use page 104.

Review—
 recognition of
 words with
 plural and
 possessive
 endings

LESSON 91

1. Write:

the boy's hat
 the book's title
 the lion's paw

two little boys
 the red books
 the angry lions

Pupils:

- underline each ending;
- consider the meaning of each ending;
- review the terms, *plural* and *apostrophe*;
- note the varying sounds of the s ending.

2. Write:

<u>A</u>	<u>B</u>	<u>C</u>
two boxes	black ponies	red leaves
the new churches	seven pennies	funny elves
the broken dishes	old ladies	high shelves

Pupils:

- underline each root word;
- note the ending that has been added;
- recall that the plural is usually formed by adding s, and note that in the A examples it would be difficult to pronounce the words had s alone been added;
- recall the generalization that when a word ends in y, the plural is formed by changing y to i and adding es;
- recall the generalization that when a word ends in f, the plural is usually formed by changing f to v and adding es.

3. Pupils read the following sentences and

- underline the possessive endings;
- circle the plural endings.

The bird's nest was built of sticks.

Judy's toy dishes were on the highest shelves.

Will your pennies be enough to buy Mother's groceries?

Independent Exercise

Practice Book

Use page 113.

Review—
recognition of
words with
comparative
endings

LESSON 92

1. Write:

thick thicker thickest

Have the pupils choose three books from the library shelf to demonstrate the meanings of the words.

Have the words pronounced and the suffixes underlined.

2. Have the following sentences read and the words with endings -er or -est underlined. Have the root words identified.

This little apple is *sweet*.

The big red apple is sweeter than the little one.

The yellow apple is sweetest of all.

The new ball is *big*.
 My old green ball is *bigger* than it.
 John's red ball is the *biggest* I have seen.

Mary's doll is *pretty*.
 Jean thinks hers is *prettier* than Mary's.
 Mother bought me the *prettiest* one in the store.

This is a *fine* day.
 Yesterday was *finer*.
 Monday was the *finest* day of the summer.

3. Pupils study the examples and:
 - generalize that -er is added to the root word when two things are compared and -est is added when three or more things are compared.
 - recall the generalizations:
 - (1) When a word ends in a single consonant preceded by a single vowel, we usually double the final consonant before adding -er or -est.
 - (2) When a word ends in y, we usually change the y to i before adding -er or -est.
 - (3) When a word ends in final e we usually drop the e before adding -er or -est.
4. Pupils:
 - identify the root word of each of the following;
 - pronounce each;
 - use each in an appropriate sentence to indicate its meaning.

prettiest	taller	wisest
icier	laziest	sadder

Independent Exercise

Practice Book

Use page 115.

Review—
 recognition of
 words with
 suffixes
-er and -ly

LESSON 93

1. Write on the board the jingle:

Finders, keepers;
 Losers, weepers.

Ask: "What is a finder?" (keeper, loser, weeper)
 Write the definitions on the board.
 (finder: A finder is someone who finds something.)

2. Pupils underline the suffix that has been added in each case and recall that the suffix -er is added to words to mean "someone who does something."
3. Write:

heater
 blotter
 drier
 sprinkler

Pupils:

- underline the suffix in each case;
- write the root word;
- note the changes in the root when the suffix is added and recognize that the generalizations developed for inflectional endings apply here;
- define each word;
- note that the suffix -er can be added to a word to mean “*something* which does something.”

4. Use a similar procedure with the following words to review the use of the suffix -ly to mean “in a (*loud*) way.”

loudly	sadly	foolishly
safely	prettily	noisily

*

Be sure pupils note that the root word does not usually change before the suffix -ly is added, except when the root ends in y.

5. Write the following sentences. Have pupils:

- circle the suffix of each underlined word;
- write the root word;
- read the sentence.

Use your eraser and correct the work neatly.

The builder walked quickly and safely along the high beam.

The peddler sold the woman a food chopper.

The friendly kitten purred softly.

The flier brought the plane down suddenly.

The players cheered noisily.

Independent Exercise

Practice Book

Use page 117.

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SPELLING



Please read the notes on Spelling in "Ideas for Teaching Language," pages 12-13.



Learning to spell depends upon how accurately the child says and hears the sounds in a word, visualization of the written form, and kinaesthetic experiences with the word. Children must be taught a method of study that incorporates aural-oral, visual, and kinaesthetic imagery.

An accepted method of word study is:

- Look at the word.
- Pronounce it.
- Spell it orally.
- Study any parts of the word that may cause difficulty.
- Visualize the word.
- Write it.
- Check the spelling.
- Write it again without looking at a copy.
- Check again.
- If necessary, repeat the steps.

This method of study can become an independent study habit only if the teacher goes through the steps with the children many times. The teacher should guide the children through these steps for each new word. She must also direct the pupils in further activities with the words, providing many opportunities to use the words, see inflected or derived forms, and perhaps extend the spelling vocabulary by noting other words that are related phonetically.

The teacher should select from the following spelling activities those that are appropriate to the words that she is teaching and to her class. In the section that sets out specific words for each block of work, activities are suggested, but the teacher must feel free to select, adjust, or substitute her own.

Activities

1. Write words that rhyme with the spelling words.
2. Write the word that means _____. (definitions given orally or written on the chalkboard for independent work)
3. Write the sentences, changing the underlined word to a word in the spelling list. (Jerry's little cat played. — kitten)
4. Write the word from your spelling list that means the opposite of _____; the same as _____.
5. Write the plural forms of _____.
6. Finish each sentence with a word that means the opposite of the underlined word. For example,

When it begins to rain, you must _____.

7. Sketch on the chalkboard (or use a chart with pictures pasted on it) pictures of words in the spelling list. The pupils write the name of each picture.
8. Have the pupils add inflectional endings to words chosen from the list. If necessary review the appropriate generalizations for doubling the final consonant, dropping the silent e, or changing y to i. For example, add ing to the following words:

go	run	come
work	step	make
help	hit	hide

In other exercises use other endings, s and ed.

9. Have the pupils add endings of comparison, -er and -est.
10. Write the root words.
11. Write the words in which there are silent letters.
12. Make compound words from two lists of words.
For example,

play	room
class	house
to	light
bed	day
cow	way
door	boy
day	thing
some	

13. How many words can you make by changing the vowel in the following words:
For example, *cat, lump*?
14. Classify words in the spelling list. For example, have the pupils look at a cumulative word list (words from first four blocks, for example) and write all the words that represent people; all the words that represent things children can do; etc.
15. Have pupils complete sentences by using words obtained by substituting the initial consonant of a key word.
For example,

I will *make* a playhouse.
 Mother will _____ a cake. (bake)
 I like to eat _____. (cake)
 I saw a boat on the _____. (lake)
 Father will _____ the yard. (rake)
 I _____ up in the morning. (wake)

16. Substitute consonant *blends* for the beginning consonants (or consonant blends) of words in the spelling list.
For example,

<u>man</u> - <u>bran</u>	<u>gay</u> - <u>gray</u>
<u>down</u> - <u>brown</u>	<u>near</u> - <u>clear</u>
<u>by</u> - <u>try</u>	<u>brown</u> - <u>clown</u>

17. Pupils add e to the underlined word in the first sentence to get the word for the blank in the second sentence. For example,

- a) I can walk without help.
An old man has a _____. (cane)
- b) The man has hair on his head.
A horse has a _____ on his neck.
- c) I hid the button.
Now you must _____ it.

18. Have the pupils fill in the blanks in sentences with words from the spelling list.
19. Suggest a situation that is related to the spelling words. Have pupils write a few sentences about the situation. Then have them check to see if they used any of the words in the spelling list.

20. Proofreading for spelling errors is a most important aspect of writing. However, pupils must be taught *how* to approach this kind of checking. A suggested technique follows. In the spelling period, have each child write a few sentences, a paragraph, or a story. Choose several samples and write them on the chalkboard. Have the paragraph checked by the class for spelling errors. *Discuss especially words that pupils should know how to spell* and how the child who picked out the error recognized that the word was misspelled.

Caution: Be sure that pupils understand that this is an exercise. Do not use samples of pupils' "creative writing" for this type of checking by the whole class. The purpose here is to *teach* pupils *how* to proofread *their own* creative writing efforts for spelling. Pupils must not be discouraged from using any word they need in writing, even though they are not sure of the spelling.

21. Pupils should compile their own personal list of words that cause difficulty for them in spelling. They should be encouraged to add to this list day by day or week by week. Encourage them to add words that they use frequently in writing and promote the practice of using the list to check spelling whenever they write. This list of words should be kept in a separate exercise book. A page should be designated for each letter of the alphabet. Pupils list words on the pages that correspond to beginning letters. The pupil then can locate words easily for checking spelling.

BLOCK 86

Test-Study

I	it
see	is

Lists

1. an)
 can) Draw attention to the letters an that form
 man) a part of each word.
 ran)

2. then — th
 said — ai

3. (In Block 86 there are no words for List 3.)

Activities
 (The numbers refer to the numbers of the activities listed at the beginning of the section)

- 1** How many other words can children write that follow this pattern?
 (Dan, fan, Jan, Nan, pan, tan, van)

- 18** Suggested sentences:

- a) "I must pick up my toys. _____ I can go,"
 _____ Dan. (then, said)
 b) What did you do _____? (then)
 c) "I can," _____ the man. (said)
 d) _____ it was time for play. (then)

BLOCK 87

Test-Study

my	the
me	we

Lists

1. all
 call — all
 ball — ll — double “l”
 fall
 tall
- (Avoid saying “little words in big.” A word is a *meaning* unit and though many words contain the same sounds which are spelled by the same letters, the *meanings* are not necessarily, nor usually, related.)

2. eat — ea

3. mother — th, er

Activities

- 1 Rhyming words.

(List 1 — hall, mall, pall, wall)

Not all pupils will think of words such as *mall* and *pall*, but some will recognize them.

(List 2 — beat, heat, meat, neat, peat, seat)

- 2 Suggested definitions:
 Write the words from the lists that mean:

- a) something you play with;
- b) what you do at lunch time;
- c) very high;
- d) landing on the ground;
- e) someone who cooks your supper; etc.

- 19 A possible situation: A family, six children, kitchen, six o'clock in the evening, good smells, unhappy baby in high chair.

BLOCK 88

Test-Study

doll an
car at

Lists

1. green) Emphasize the r-blends particularly.
brown) Draw attention to the double e and
tree) the ow.
2. have – silent e
any – note the irregular spelling of the sound
 we hear at the beginning of this word.
3. dolls – double l, plural s
cars – plural s

Activities

- 16** Substitute other consonant blends:

brown – clown, drown, frown
tree – flee, free, glee

- 14** Use the words from the first three blocks with this activity.

- 20** This is a good time to teach the first lesson on **proofreading**.
Keep it very simple. Have the pupils write one or two sentences
that the words in the lists made them think of. Have them write
the sentences with no help from you or from word lists.
-

BLOCK 89

Test-Study

am do
come he

Lists

1. they – th
that – th
why – wh
when – wh
2. help – lp
3. story – st, y

Activities

- 2** Write the word that means:

- a) more than one person;
- b) something you can read;
- c) what someone might say if he were hurt;
- d) the word you might use at the beginning of a sentence;
- e) a word you might use in telling about *time*.

BLOCK 90

Test-Study

fun boy
cat dog

Lists

1. funny - nn, y
pretty - tt, y, pr (Be sure that pupils hear the sequence of the two beginning sounds.)
happy - pp, y
2. went - w
who - wh
3. work - or (Variant spelling of medial sound.)

Activities

- 5** Inflectional endings - work
works
worked
working

Have the pupils use the words correctly in sentences.

- 11** Words with silent letters:

(funny, pretty, happy)

Have the pupils describe someone or something which is funny and pretty and happy.

BLOCK 91

Test-Study

no go
not so

Lists

1. fast - st
faster - er
fastest - est
2. there - silent e
over - v
3. brother - br

Activities

- 8** Add endings to *brother, go, help*.

- 15** Suggested sentences:

I can run very *fast*.

Will you be the _____ one? (last)

Do not run _____ the house. (past)

The sail of the boat is on the _____. (mast)

- 13** Change the vowel in *not*, in *fast*.
 (net, nut) (fist)

- 19** Suggested situation: Boys running to a hill - Who wins?
 - Why?

BLOCK 92

Test-Study

as	bed
in	on

Lists

1. has — a)
cup — u)
fell — e) short sounds of vowels
hit — i)
got — o)
2. going — ing
now — ow

3. apple — pp, silent e

Activities

- 10** Write the root words of:
going, apples, cups, hitting
- 13** Change the vowel in:
has, cup, fell, hit
- 15** In each sentence, substitute the *initial consonant* of the underlined word to form a word that fills the blank:
 - a) I am going now to see a _____.
 - b) My _____ has the cup.
 - c) When the sun came out, it got _____.
 - d) You must _____ on this chair because you hit me.
 - e) The _____ fell down.

- 20** Proofreading.
-

BLOCK 93

Test-Study

she	like
be	came

Lists

1. cake)
cone) silent e — long vowel sound
hide)
game)
2. best — st
new — ew

3. dress — dr, ss

Activities

- 1** Write words that rhyme with:
game, best, dress
- 4** Write the words that are the opposite of:
find, old, went
- 5** Write the plural forms of:
cake, cone, game, dress
- 11** Words in which there are silent letters:
(cake, cone, hide, game, dress, like, came)
- 7** Sketch pictures on chalkboard:
(cake, cone, game, dress)
- 15** Substitute consonants.
- 17**

BLOCK 94

Test-Study

cow	our
out	down

Lists

1. how — ow (note sound and spelling)
house — ou, silent e
slow — ow (note sound and spelling)
grow — ow
2. walk — silent l
stop — st
3. school — ch (variant spelling of k-sound)
— oo

Activities

6 Suggested sentences:

- a) When it begins to rain, you must _____.
- b) Do not run, just _____.
- c) If you aren't fast, you are _____.
- d) The plant is dead; it will not _____.

9 Add endings of comparison to:

slow

Use in sentences.

Add inflectional endings to:

walk, stop, house, grow, school

10 Write the root words of:

slowest, walking, stopped, growing, etc.

16 Substitute consonant blends:

<u>d</u> own	<u>br</u>
<u>w</u> alk	<u>st</u>
<u>hou</u> se	<u>gr</u>
<u>sto</u> p	<u>dr</u>
etc.	

19 Suggested situation: A six-year-old boy; first day in September; boy unhappy; Why? What does he do?

BLOCK 95

Test-Study

(none for this block)

Lists

1. can't) (apostrophe — Be sure pupils
don't) n't know how to pronounce this
didn't) term.)
2. found — ou
then — th, n (Be sure pupils hear the ending
sound of this word.)
3. (none for this block)

Activities

Other contractions: Write the two words for:

*can't don't didn't isn't**I'll you're I'm*

- 10** Have pupils use the word lists for the first ten blocks in the Practice Books to find:

- a) words for people;
- b) words that tell what children do;
- c) words for colors;
- d) words that tell *when*;
- e) words that tell *how*.

BLOCK 96

Test-Study

boys good
toy a

Lists

1. took - oo) same letters spell two different
room - oo) sounds
feet)
seem) - ee
2. wish - sh
just - st, j
3. father - a (variant spelling of the second sound of this word)

Activities

15 Suggested sentences:

I took my radio with me.

Will you bring your _____? (hook)

Mother will _____ a hamburger for us. (cook)

Hang your coat on this _____. (hook)

_____ at this new model. (look)

16 Substitute consonant blends:

room - br, bl, gr, gl

took - br, cr

feet - sw, sl, fl

just - tr, cr

18 Suggested sentences:

a) I _____ that I could fly. (wish)

b) He _____ his coat to his _____. (took, room)

c) His _____ to be too big for his shoes. (feet, seem)

d) I went to the ball game with my _____. (father)

e) _____ look at what I have. (just)

etc.

19 Suggested situation: Boy wanting new cowboy boots; goes to his Dad; his Dad wants to see the old ones first; etc.

BLOCK 97

Test-Study

big are
day look

Lists

1. cut
 cutting - tt
 bigger - gg
 biggest - gg
2. your - u
 tell - ll
3. lady - y

Activities

10 Find the root words:

<i>cutting</i>	<i>bigger</i>	<i>biggest</i>
<i>helping</i>	<i>getting</i>	<i>stops</i>
<i>stopped</i>	<i>slowest</i>	<i>wishes</i>

11 Write the words from the list in which there are "silent" letters.

7

4 Words that mean *the opposite of*:
 listen, my, little, smallest, night, man
Words that mean *the same as*:
 say, larger, chop, see, woman

3 Suggested sentences:

- a) Don't say where the candy is. (tell)
- b) My cat is much larger than yours. (bigger)
- c) I can chop this wood. (cut)
- d) The woman wore a pretty red coat. (lady)
- e) I can see. (look)

BLOCK 98

Test-Study

her for
bird yes

Lists

1. girl - ir
or
2. open - en
opened - ed
opening - ing
3. letter - tt, er

Activities

2 Suggested definitions:

- a) someone who wears a dress;
- b) something that flies;
- c) something the mailman brings;
- d) not shut;

4 Write the plural forms of:

girl, letter, bird

18 Suggested sentences:

- a) The boys and _____ must come. (girls)
 - b) Do not keep *shutting* and _____ the door. (opening)
-

BLOCK 99

Test-Study

here play
book

Lists

1. hard - ar
horse - or, silent e
first - ir, st
2. looked - ed
put - u (variant spelling of the sound)
3. birthday - ir, compound word

Activities

8 Add endings: To which words can you add these endings?

-er, -est - (hard)

-s - (horse, put, birthday)

10 Write the root words:

looked, putting, hardest, horses

12 Make compound words:

bed	day
birth	room
to	boy
cow	day
play	room
school	house

BLOCK 100

Test-Study

baby up
was to

Lists

1. babies - i, es
ladies - i, es
2. before - silent e
after - er
3. (none for this block)

Activities

- 5** Write plural forms:
baby, lady, story, apple, dress,
pony, penny, bunny, party, puppy
- 8** Add endings -er, -est:
pretty, happy, sunny, funny, sleepy
- Use each word in a sentence.
- 10** Write the root words:
babies, ladies, dresses, bunnies, etc.
- 15** Use words from Blocks 96 - 100.
- 19** Write a story that was suggested by the words in the list.
-

BLOCK 101

Test-Study

but sat
you fat

Lists

1. thing - ng
think - nk
2. read - ea
reads - ea, s (z-sound)
3. morning - or, ing

Activities

- 16** Substitute consonant blends:
thing - sw, st, sl, br, fl, cl
think - st, sl, br, dr, cl, bl
How many of the new words can you use?
- 12** Compound words: How many can you think of in which the root word *thing* is one part?
(anything, something, everything, nothing)
- 18** Suggested sentences:
- a) I can _____ my book. (read)
 - b) He _____ his book. (reads)
 - c) Everyone can _____. (read)
 - d) Everyone _____. (reads)

BLOCK 102

Test-Study

may by
way get

Lists

1. face — ce (s-sound)
cry — c (k-sound)
bag — g (g-sound)
large — ge (j-sound)
2. better — tt, er
much — ch
3. milk — i (Be sure that pupils pronounce the vowel in this word correctly.)

Activities

- 11** Silent letters.
- 9** Add endings of comparison:
large
- 15** **16** *face* — (lace, mace, pace, race)
— sp, br, gr, tr, pl
cry — (dry, fry, pry, try)
- 13** Change vowel in:
bag (big, beg, bog, bug)
- A** Use sentences such as the following to emphasize the meaning of *better*:
Paul — My book is very _____. (good)
Ted — But mine is much _____. (better)
Joe — And mine is the _____ of all. (best)
- 17** Proofreading.

BLOCK 103

Test-Study

run red
ran sun

Lists

1. farm - ar
 farmer - er
2. from - ro - (Be sure pupils hear the sequence of sounds.)
 were - silent e
3. men - e (Be sure pupils are pronouncing the medial sound correctly.)

Activities

- 2 Using the word in brackets to make the new word, write the word that means:

- a) someone who grows seeds; (grow)
- b) someone who stays in a room in a house; (room)
- c) someone who plays; (play)
- d) someone who spells; (spell)
- e) someone who farms. (farm)

- 5 Write the plural forms of:
 farm, *farmer,* *man*

- 18 Suggested sentences:

- a) The _____ planted corn on his _____. (farmer, farm)
 - b) The _____ came to help. (man)
 - c) They came _____ the city. (from)
 - d) They _____ helping the _____. (were, farmer)
-

BLOCK 104

Test-Study

this will
three did

Lists

1. cent - c (s-sound)
 cost - c (k-sound)
2. ride - silent e
 what - wh, a (variant spelling of sound)
3. sister - er

Activities

- 19 Suggested situation: A boy and a girl at the fair.
- 14 Use words from Blocks 101-104.
- 20 Proofreading.

BLOCK 105

Test-Study

cowboy
today
into

Lists

1. cannot)
 good-bye) Emphasize that these are *compound* words.
 anything) Note the *two* root words in each.
2. buy - silent u, y spells the long i sound
 keep - double e
3. penny - double n, y spells the long e sound
 pennies - y changes to i, es

Activities

10 Root words. Remind pupils that all compound words have *two* root words.

6 Using opposites.

For example:

The sun is shining _____; yesterday it rained. (today)

Take the ball out of that box. Put it _____ this new one. (into)

David _____ do what I can. (cannot)

If you do not have anything, you have _____. (nothing)

If you want to sell your dog, I will _____ it. (buy)

11 Silent letters.

5 Write the plural forms of:

cowboy, penny, bunny, lady

BLOCK 106

Test-Study

bat had
Dad of

Lists

1. away) ay spells the long a sound
say
boat)
coat) oa spells the long o sound
road)
2. where - wh, silent e
shall - sh, double l
3. child - ch, long i sound

Activities

- 15** Substitution of initial consonants.
Suggested sentences:

The *boat* can sail on the _____. (moat)
 Put a *coat* on the _____. (goat)
 I saw a _____ on the *road*. (toad)
 The horse pulls a _____ along the *road*. (load)
 The *child* looks at the _____ animal. (wild)
 A little *child* can play outside on a very _____ day. (mild)
 Where can I go? You can go _____. (there)

- 11** Silent letters.

- 2** Write the word that means:

- a) to talk;
- b) a little girl or boy;
- c) something to wear;
- d) where you see cars;
- e) what sails on the water; etc.

- 19** Suggested situation: Children talking about taking trips;
ask each other where they will go.

BLOCK 107

Test-Study

hill his
home far

Lists

1. train)
 wait) ai spells the long a sound

 each)
 ear) ea spells the long e sound
 dear)
2. name - silent e, long a sound
 near - ea
3. city - y spells the long e sound
 cities - y changes to i, add es

Activities

16 Substitute blends:

For example,

train - gr, br, dr, st
name - bl, fl, fr
near - cl, sm

1 Rhyming words.

18 Choose the right word for sentences.

19 Writing.

BLOCK 108

Test-Study

back blue
black if

Lists

1. kind - nd
 kindly - add ly) stress usage
 slowly - add ly)
2. their - ei - stress use of this word
 give - silent e
3. bus - u
 zoo - double o

Activities

8 Add endings.

For example,

add er and est to: *kind*, *slow*.

5 Write the plural forms of *bus*, *zoo*.

20 Proofreading.

Write a story with the class.

BLOCK 109

Test-Study

balls egg
cap him

Lists

1. saw) aw
paw)
because — au, silent e
2. gave — silent e
want — nt
wanted — ed, pronunciation
3. doctor — c represents *the k-sound*, or
animal — pronunciation, i

Activities

- 1** Write words that rhyme with *saw*, *gave*.
 - 11** Silent letters.
 - 19** Have the pupils write a story that the words in the spelling list make them think of. Have them proofread for errors in spelling of the words in the spelling list.
-

BLOCK 110

Test-Study

oh us
too one

Lists

1. candy — y spells the long e sound
eye)
fly) — y spells the long i sound
yet — y as a consonant
2. made)
make) silent e, distinguish d and k
3. shoe — oe
write — silent w and e

Activities

- 2** Write the word that means:
 - a) something sweet to eat;
 - b) what a bird can do;
 - c) something to put on your foot;
 - d) what you do with a pencil.
- 15** Substitute initial consonants in: *yet*, *make*.
- 16** Substitute consonant blends in:
fly — dr, sk, st, tr, sp, sl, cr, fr, pr
- 18**

BLOCK 111

Test-Study

cold pet
find some

Lists

1. night)
 right) - silent gh
 caught) - au
2. off - double f, pronunciation
 clean - cl, ea
3. children - dr
 please - ea, silent e
 thank - ank (pronunciation)

Activities

- 15** **16** Substitute consonants and consonant blends:

night (s, t, f, l, m)
 (br, fl, sl, fr, bl)
thank (dr, fl, pl, sp, cr, fr, pr, cl, bl)

- 4** Write the words from your spelling list that mean the opposite of:

day, *wrong*, *dirty*, *grown-ups*,
on, *hot*, *lose*, *none*

BLOCK 112

Test-Study

box old
cook pig

Lists

1. quick - qu, ck
 boxes - x, es
 these - silent e, sound spelled by s
2. use - silent e, sound spelled by s
 ask - sk, sound spelled by s
3. afraid - fr, ai
 ice - silent e, sound spelled by c

Activities

- 18** Complete the sentences using words from the lists:

- a) _____ have many toys in them. (these, boxes)
- b) Are you _____ to open them now? (afraid)
- c) Be _____ and no one will see. (quick)
- d) No, I must _____ my mother first. (ask)
- e) Here are some _____ skates. (ice)
- f) When will you _____ them? (use)

- 16** Add initial consonants to:

ask - b, c, m, t, fl
ice - d, l, m, n, r, sl, pr

Substitute blends for qu:

quick - st, br, tr, fl, sl, pr, cl

- 4** Write the word that means the same as:

fast, *scared*, *question*.

- 8** What endings can you add to these words:

quick, *use*, *ask*, *box*, *cook*, *pig*, *old*

Write the words with the endings.

- 20** Proofreading.

BLOCK 115

Test-Study

then fan
said pan



(The words in the Test-Study lists for Sections 4 and 5 are selected from the words in the regular lists of Sections 1 and 2. This built-in review of words will help the pupil discover those words that still need study.)

Lists

1. I'll)
I'm)
I've) the apostrophe
it's)
2. been - ee (pronunciation is different from spelling)
than - th
3. bad

Activities

- 1 Write words that rhyme with: *fan, bad*
 - 13 How many different words can be formed by changing the vowels in *fan, pan, bad, than*?
 - A Write the words from which the contractions in List 1 have been formed.
Write other contractions. Use them in sentences.
-

BLOCK 116

Test-Study

eat hall
mother wall

Lists



1. about)
along) pronunciation of first syllable

(It is very important that, in pronouncing words in spelling lessons, the sound is not distorted. The word must be pronounced as the child is accustomed to hearing and saying it. The exaggeration and distortion of sound in spelling lessons is one reason that pupils achieve successfully in formal spelling periods, but are poor spellers when writing on their own.)

2. every - er
hop
3. hopped - pronunciation (t) and spelling of ed
hopping - pp
jump - mp

Activities

- 8 Add endings to *eat, jump*. Use each of the words in a sentence.
- 3 Write the following sentences, changing the underlined words to ones from the word lists:
 - a) I will have supper now. (eat)
 - b) Jerry's beautiful lady came with him. (mother)
 - c) The man who said he was a fly climbed straight up the side of the building. (wall)
 - d) All the pupils marched into the huge room. (hall)
- 19 Write a story about a boy and a toad.
- 20 Proofreading.

BLOCK 117

Test-Study

help they
story that

Lists

1. food — oo
 phone — ph
2. again — pronunciation and spelling
 under
3. fire — silent e

Activities

- 5** Write the plural forms of:
 story, phone, fire.
- 1** Write words that rhyme with *phone*.
- 12** Make compound words:
 story fire time place teller
- A** Write the two-syllable words from the lists.
In another list, write the one-syllable words.
- B** Write the words that use two letters to spell one sound.
-

BLOCK 118

Test-Study

have green
any brown

Lists

1. seven — pronunciation and spelling
 until — one l
2. with
 color — pronunciation and spelling
3. soft
 white — silent e

Activities

- 4** Write words that mean the opposite of *any, with, soft, hard*.
Choose a word (or words) from the list that describes each of the following:
- | | | |
|----------|------------------|-------|
| feathers | snow | hair |
| leaves | days of the week | grass |
- 9** Add endings of comparison, er and est to: *soft, white*.
Use the words in sentences.
- 18** Complete the following sentences with words from the lists:
- a) Today is Sunday. It will be _____ days
 _____ next Sunday. (seven, until)
 - b) The picture was beautiful _____ of
 (soft, colors) blue, red, _____, _____, and
 _____. (white, green, brown)
- 19** Suggested situation:
It is a lovely summer day. The sky is blue but there are many clouds floating across it. You are lying on your back looking up into the sky. Tell what you see.
- 20** Proofreading.

BLOCK 119

Test-Study

went work
 who pretty
 funny happy

Lists

1. know)
 climb) silent letters
 wrap)
2. everyone)
 everywhere) compound words
 soon — oo
3. snow — pronunciation of ow
 time — silent e

Activities

- 9** Add endings of comparison to *funny, pretty, happy, soon*.
 - 6** Finish each sentence with a word from the lists that means the opposite of the underlined words:
 - a) I can play, but you must _____.
 - b) No one came; _____ stayed home.
 - c) If you unwrap that box, you must _____ it up again.
 - 8** Add inflectional endings to: *know, climb, wrap, work*.
 - 11** Write the words in which there are silent letters.
 - 16** Substitute consonant blends to form new words from *soon, snow, (spoon, croon); (blow, grow, flow, crow, glow)*.
-

BLOCK 120

Test-Study

there fast
 over brother

Lists

1. cookies — pronunciation
 eight — pronunciation, ei, silent gh
 tried — ie
2. almost — one l
 more — silent e
3. must — st
 Miss — ss

Activities

- 14** Have the pupils classify the words in Blocks 115-120 under:
 - a) words that represent people;
 - b) what we can do;
 - c) words that tell what something is like (that describe);
 - d) words that tell how.
- *(Not all of the words in the lists will fall into the above categories.)
- A** Write the singular form of *cookies, brothers*.
 - 10** Write the root word of *tried*.
 - 19** Writing.
 - 20** Proofreading.

BLOCK 121

Test-Study

going	apple
now	has
fell	got

Lists

1. takee — silent e
taking — e is dropped
2. which — wh
other — pronunciation and spelling
many — pronunciation and spelling
does — pronunciation and spelling
3. heat — ea
hand — nd

Activities

- 15** Complete the sentences by using words obtained by substituting the initial consonant of *now*.

I am going to the farm *now*.

_____ will you get there? (how)

I heard a noisy _____ going on in the barn. (row)

A _____ came running out chased by a rooster. (cow)

"_____! Just look at that!" I yelled. (wow)

- 10** Write the root words of:

does, taking, hands, handed, going, apples, others, heater.

- 18** Suggested sentences:

- a) To *heat* a room, you could use a _____. (heater)
- b) _____ me the scissors, please. (hand)
- c) I have _____, _____ dolls. (many, many)
- d) _____ book do you like best? (which)
- e) How many _____ coats have you? (other)

BLOCK 122

Test-Study

best	game	hide
new	dress	cake

Lists

1. leaf - ea
leaves - v, es
2. would)
could) ou, pronunciation, silent l
3. five - silent e
four - silent u

Activities

- 5** Write the plural forms of: *calf, thief*.
Write a word that is pronounced the same as *would, four, new*, but is spelled differently.
 - 2** Write the words that mean:
 - a) things that grow on trees;
 - c) something you play;
 - c) something you wear;
 - d) a number that follows *three*.
 - 18** Complete the sentences with words from the lists:
I _____ like to play ball with you. (would)
_____ you come over now? (would or could)
 - 19** Write two or three sentences.
 - 20** Pupils proofread each other's sentences.
-

BLOCK 123

Test-Study

walk	slow	house
stop	school	how

Lists

1. airplane — compound word

<u>chair</u>	}	— pronunciation and spelling
<u>head</u>		
<u>hear</u>		
<u>seen</u>		
<u>heard</u>		— pronunciation and spelling, silent <u>a</u>
2. very - y
never
3. live - stress two pronunciations depending on use
own - pronunciation and spelling

Activities

- A** Use these words in sentences: *hear, heard, live* (short i), *live* (long i), *own, never*.
- 10** Write the root words of: *stopped, chairs, heading, heard, seen, lived, owner*.
- 18**

An *owner* is one who _____ something. (owns)
Have you ever _____ a bright red sky? (seen)
Can you _____ that music? (hear)
I _____ a bird singing yesterday on my way to school. (heard)
This book is my _____. (own)
This soup is _____, _____ good. (very, very)

BLOCK 124

Test-Study

found didn't don't
them can't

Lists

1. try } pronunciation and spelling
 draw }
2. watch — silent t, sound spelled by a
 goes — ending
3. win — w
 sad

Activities

- A** Substitute initial consonants. How many words can be written?
try, win, sad, draw (substitute single consonants for blend dr).
- 13** Write all the words that are formed by changing the vowel letter in:
win, sad.
- 10** Write the root words for:
tried, drawing, found, watched, won, saddest, goes.
- B** Someone who watches is called a _____.
- C** These words have different meanings. Use them in sentences to show the different meanings:
watch, draw
-

BLOCK 125

Test-Study

wish took seem
just room father

Lists

1. gay — ay
 gray — ay
 yard — y
2. cried — ie
3. home — silent e
 door — oo

Activities

- 2** Write the word that means:
a) a measure of length;
b) where you live;
c) a color;
d) the place where you enter a building;
e) happy.
- 14** Classify the words in the lists for Blocks 121-125, under these headings:
a) things we do;
b) things we have.
- 19** Writing.
- 20** Proofreading.

BLOCK 126

Test-Study

your	cut	biggest
tell	cutting	lady

Lists

1. done } — pronunciation and spelling
gone }
pulled — ll
pulling — ll
2. hold — o
held — e
3. tale — silent e) stress differences in meaning
tail — ai)
long — ng

Activities

18 Use words from the lists to complete these sentences:

- a) What have you _____? (done)
- b) Where has he _____? (gone)
- c) I will _____ the baby now. (hold)
- d) I _____ the baby for an hour. (held)
- e) The old sailor told a _____ of the sea. (tale)
- f) The dog's _____ wagged. (tail)

15 Substitute beginning consonants:

tale (bale, male, pale, sale)

tail (nail, rail, pail, sail, wail)

hold (bold, cold, fold, gold, sold, told)

long (bong, dong, gong, song)

19 Write a tale about a tail.

BLOCK 127

Test-Study

open	opening	girl
opened	or	letter

Lists

1. stand — st, nd
stood — st, oo
still — st, ll
2. I'd — apostrophe
he'd — "
climb — long i sound, silent b
3. told

Activities

A Write the contractions for:

I had

I would

we had

he would

she had

we would

B Write other words that have a silent b at the end.
(comb, thumb, bomb, dumb, limb, etc.)

10 Write the root words for *stood*, *told*, *climbed*, *letters*.

C Write other words that begin with st.

16 Substitute other consonant blends in *still* and *stand*.

BLOCK 128

Test-Study

looked hard horse
put first birthday

Lists

1. bring — br
drink — dr, nk
glad — gl
grass — gr, ss
2. nice — c spells the sound of s
3. bath — th
soap — oa
water — pronunciation and spelling

Activities

1 Write words that rhyme with: *drink*, *grass*, *soap*, *nice*.

2 Write the words that mean:
 a) you can drink it;
 b) to swallow some water;
 c) what grows on lawns;
 d) happy;
 e) you use water for it;
 f) you use it to wash your hands.

19 Write a story about *bath*, *soap*, and *water*.

20 Did you use any other words in your lists in your story?

BLOCK 129

Test-Study

before babies
after ladies

Lists

1. dishes — es (plural ending)
grades — s (plural ending), silent e
moon's — apostrophe
yours — silent u, s (z-sound)

2. lost — st

3. gold
silver
fairy — ai, y

Activities

10 Write the root words of:
babies, *ladies*, *fairies*, *grades*, *dishes*.

5 Write the plural forms of:
fairy, *moon*, *dish*, *baby*, *grade*.

18 Complete the sentences with words from the lists:

- a) The _____ light shone brightly that night. (moon's)
- b) I have my book; that is _____. (yours)
- c) I have to wash _____ every night. (dishes)
- d) Have you ever seen a _____? (fairy)
- e) I have rings of _____ and _____. (gold, silver)

19 Write a story about what you saw one night when the moon was bright.

BLOCK 130

Test-Study

read thing morning
reads think

Lists

1. prettier — i
 prettiest — i
 few — ew
 most

2. last

3. wind — stress two pronunciations for different meanings.

Activities

10 Write the root words of: *prettier, prettiest, reads*.

18 Complete the sentences.

- a) Only a _____ children come to school on the bus. (few)
b) _____ of the boys and girls walk to school. (most)
c) My doll is _____ than yours. (prettier)
d) But Jane's is the _____ of all. (prettiest)
e) Can you _____ your watch? (wind)
f) At _____ I can ride a bike! (last)

4 Complete each sentence with a word from the list that means the opposite of the underlined word:

- a) The first child in the room will be _____ to be out.
b) Most children come to school on time. Only a _____ are late.
c) She was _____ than her sister, not uglier.
-

BLOCK 131

Test-Study

better face large
much cry milk

Lists

1. baker)
 cleaner) er ending of agent
 worker)
2. round)
 around) pronunciation and spelling

3. race — c spells the sound of s

Activities

1 Write words that rhyme with *round, race*.

18 Complete the sentences.

- a) Someone who bakes is a _____. (baker)
b) Someone who flies is a _____. (flyer)
c) Someone who works is a _____. (worker)
d) Someone who farms is a _____. (farmer)
e) Someone who cleans is a _____. (cleaner)

A Use *round* and *around* in one sentence.

16 Substitute consonant blends for the initial consonants of *round, race*.

10 Write the root words of:

baker, cleaner, worker, milker, racer.

5 Write the plural forms of:

baker, worker, cleaner.

Use the plural words in sentences.

BLOCK 132

Test-Study

from	farm	man
were	farmer	men

Lists

1. only — sound represented by o
 herself — lf
 ever
2. well
 won't — o, apostrophe
3. talk — silent l
 rode — silent e

Activities

- A** Write the two-syllable words in the lists. Write the one-syllable words in the lists.
- B** Write the words in the lists that have short vowel sounds and the ones that have long vowel sounds. Underline the vowel letters that represent the sounds.
- 11** Write the words that have silent letters. Underline the silent letters.
- C** Write three other words that have a silent l.
- D** Write the word that is a contraction and the words for which it stands.
 Write four other contractions.
-

BLOCK 133

Test-Study

ride	cent	sister
what	cost	

Lists

1. short — sh
 shut — sh
 such — ch
2. isn't — apostrophe
 six — x
 top

Activities

- 14** Classify words in the last six blocks.
- A** Write five other words that have sh in their spelling.
 Write three other words with ch.
- B** Write the words for the numbers 1 to 10.
- C** What words mean the opposite of:
 tall, open, bottom.

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Following LESSON 1 directions

In Grade Two it is important that pupils can understand and follow printed directions independently.

Write on the chalkboard the following directions that are used frequently in the pupil's Practice Book:

directions

Circle the correct word.
Underline the correct endings.
Write the best word on the line.
Put the right numeral on the line.
Match the words that mean the same.
Join the words that mean the same.
Think of a word to write in the blank.
Write the ending.
Write one or two sentences.
Find the answer to each question and
write it on the line.
Number the sentences in the right order.

1. Discuss the importance of reading directions carefully and following them exactly. Bring out that directions tell you what you are to look for in an exercise and how you are to indicate your answer.

2. Have the pupils read each of the directions on the chalkboard. Have them locate first the word (or words) that tell *how* the answer is to be indicated or given. Have a pupil underline in red the key word or phrase in each direction.

3. Repeat the same procedure for words and phrases that tell *what the reader is to look for*.

*

Be sure pupils understand what they are to do when the directions say, for example, "Number the sentences in the right order," or "Write the *numeral* on the line."

4. The directions listed are only sample directions from the Practice Book. Have the pupils suggest other things they might be asked to do, such as "List," "Make an X on," "Draw," and so on.

Then have them look at their Practice Books. Begin with Page 2. Point out that it is easy to recognize the directions because they are in heavy, black type (**boldface**). Have the pupils read, discuss, and mark the directions for a few pages in the same manner as was done with those on the chalkboard.

Suggest that this will guide and help them when they are asked to complete the exercises. Suggest also that when they work on other pages, it is a good plan to mark the key words in the directions before they begin.

*

Teachers, of course, realize that *complete* written directions for pupils are not possible for every exercise. For these the teachers must supplement the directions. However pupils should be encouraged, whenever possible, to complete exercises independently.

LESSON 2



Teachers are aware that there are two levels of *Stories to Study: Book A* to be used by the average and above-average pupils, and *Book B* to be used by the slower learning children. (See the Introduction, Page 10.)



Note that in most lessons, though the selections differ in reading level, the *same procedure* can be used with all groups of pupils.

The purpose of this lesson is to teach pupils to pick out the facts in a selection that are essential to understanding the main idea. This is basic to making a statement of the main idea.

1. Write these sentences on the chalkboard:

- a) The big boy was running down the street.
- b) The old man petted the little dog.

Have the pupils:

- a) read the sentences aloud;
- b) give one word that tells who;
- c) give one word that tells what he's doing;
- d) for the second sentence, give one word that tells to whom the action is directed.

2. Place these headings on the board and, under them, list the words as given by the pupils:

<u>who?</u>	<u>did what?</u>	<u>to whom?</u>
boy	was running	
man	petted	dog

Explain to the pupils that *stories* usually tell about *someone* and *what he is doing*.

Pupils read
STORIES TO
STUDY,
Page 1

3. Use the story "The Lion and the Mouse" and apply the above technique. Each paragraph should be read and discussed separately. List the questions below and record the pupils' responses.

questions	<u>who?</u>	<u>did what?</u>	<u>to whom?</u>
possible responses	a) lion	slept	
	b) mouse	woke	lion
	c) mouse	promised to help	lion
	d) lion	set free	mouse
	e) men	trap	lion
	f) mouse	set free	lion

4. Have the pupils combine the ideas in a) and b), in c) and d), and in e) and f), into three complete sentences. Write the sentences on the board. This forms an outline of the story. From the outline have the main idea stated. (*A little mouse saved a lion as he had promised.*)

5. Have the last paragraph read aloud. Ask the pupils how it differs from the other paragraphs (not part of the story action; a statement of an idea—really the main idea of the story).

Independent Exercise

LESSON 3
 Pupils read
STORIES TO
STUDY,
Pages 2-3

The purpose of this lesson is to teach pupils how to find the main idea of each of several parts of a story, and using these, to state the main idea of a whole story.

Recall with the pupils that the main idea of a selection is often obtained by putting together the main ideas contained in each of the sections within it.

Have the pupils read the story, "Dan's Ranch," a section at a time. Before the pupils read each section, give them the question and ask them to read to find an answer. Record the answers on chart paper. (Keep the chart for use in Lesson 6, Noting details.)

Questions:

- | | |
|-----------|---|
| Section 1 | What did Dan want? |
| Section 2 | What pets did he try? Why didn't he like them? |
| Section 3 | What pets did Mother suggest? |
| Section 4 | Which pet did Dan decide he wanted? |
| Section 5 | What did Dan and Dave do about this? |
| Section 6 | What did they name the chipmunk's home? |
| Section 7 | What did his friends think of his pets? |

Note that each answer should give the main idea of the section.

A sample chart

1. Dan wanted a pet that was different.
2. He tried a worm and a ladybug but they weren't any fun.
3. Mother suggested pets the other kids had.
4. Dan decides he wants a chipmunk for a pet.
5. Dan and Dave trap a chipmunk.
6. The pets get a good home called "Dan's Chipmunk Ranch."
7. Dan and all the kids think he has the best pets.

Have the pupils decide upon a sentence that will express the main idea of the whole story.

Have the chart re-read aloud while pupils note how each sentence contributes to the main idea of the selection.

Independent Exercises

Stories to Study A and B:

ON YOUR OWN
exercise

1. ON YOUR OWN, Page 3
2. Page 4

Using the **LESSON 4**
Table of Contents

Pupils will have used the Table of Contents in Grade One, but since using a Table of Contents is an important reference skill, the ability to use one quickly and accurately should be reinforced here. Ask the pupils how a Table of Contents helps them (tells what the book is about; tells on what pages to find selections).

Use the Table of Contents in *Out and Away*.

Ask the pupils in what part of the book they can find the Table of Contents and have them turn to it.

Use the following questions to acquaint pupils with the use of section headings, story titles, and page numbers.

sections

1. The title of the first section in the book is "On My Own."

How many sections are there?

What is the title of the second section?

stories

2. Each section is divided into stories. The title of story 1 in the first section is "Kate's Other Friends." What is the title of story 4 in the first section? Story 5, second section? Story 6, first section? Story 3, second section?

page and story
title

3. Look at the Table of Contents for the first section.

On what page does the story called "The Politest Giraffe in Africa" begin?

On what page does "Let's Walk to School" begin?

On what page does "Noises in the Dark" begin?

4. Look at the Table of Contents for the second section.

On what page does "Mr. Gregory's Red Galoshes" begin?

"A Special Sort of Day"? "Alexander"?

On what page does the last story in this section begin?

What is its title?

5. Which story begins on page 22? on page 71? on page 79?

on page 141?

6. Look at the name of the selection that begins on page 52.

What do you notice about the way in which it is printed? (different type—italics)

Why do you think it is different? (a poem) Turn to page 52 and find out what the selection is. Find the names of some other poems in *Out and Away*.

Additional
Activity

Have the pupils help you to compile a Table of Contents for a make-believe book using names of familiar stories or fairy tales. This could be set up on a chart.

Independent Exercise

exercise

Stories to Study A and B: Page 5

Understanding
sentence meaning
— direct narration

LESSON 5

The purpose of this lesson is to teach pupils to understand that quotation marks indicate the actual words of a speaker.

Pupils read
STORIES TO
STUDY,
Page 6 (top)

Use the selection "The Mouse and the Lion."

1. Have the selection read silently as far as the end of number 5.

questions

What is the first thing that someone says in the story?

How do you know that someone said it? (quotation marks)

What did the mouse answer?

What helped you decide upon his answer? (quotation marks)

In number 4, what is the first word the lion said?

the last word? How can you be sure?

How did the lion speak to the mouse? (*roared*)

Was the mouse afraid? How do you know? (*squeaked*)

Think how you would read what the lion and mouse said.

Have the pupils underline the words used to indicate that someone is talking. (*roared, cried, asked, laughed*)

Have the conversation between the lion and the mouse, to this point, read by two pupils. (Remember that, in reading orally a conversation, there is no need for the reader to say "roared the lion," "squeaked the mouse," and so on.)

2. Use the remainder of the selection in the following way:

Have a vertical line drawn between the words spoken and the remainder of the sentence.

Note the variation in the position of the direct words of the speaker.

Have pupils answer in the direct words of the speaker in answer to the following questions:

What did the mouse ask the lion?

What did the lion say?

When the mouse told the lion to lie still,
what did the lion answer?

Independent Exercise -

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 6

Noting details —
to support the
main idea

LESSON 6

Use the Main Idea Chart prepared in Lesson 3, and the selection, "Dan's Ranch."

Review with the pupils how we read to find the main idea (quickly — looking for the important thing that the section is about).

Have the sentences in the Main Idea Chart read aloud. Recall the main idea of the whole story. Then tell the pupils that many little ideas (details) in each part help us to select the main idea. It is important that we read very carefully to understand and to remember details. The details then help us to understand the main idea.

Pupils read
STORIES TO
STUDY,
Pages 2-3

Have the pupils re-read "Dan's Ranch" for details to support the main idea of each section. The following questions are suggested for guiding pupils:

Suggested questions:

Section 1

Read the sentence that tells you why Dan wanted a different pet.

Which pets wouldn't be different for Dan?

Section 2

Dan found two things that were different. What were they?

Why didn't he want them for pets?

Section 3

Who made suggestions?

What were they?

Why weren't they good suggestions?

Section 4

Who made a suggestion?

What was it?

Find three reasons why a chipmunk was an acceptable pet for Dan.

Read the words that mean the same as: "It is different."

Section 5

Have this section read *after* telling the pupils that they will be asked to tell, in the correct order of events, how to trap a chipmunk. Then have the details given orally.

How do you know that the chipmunk wasn't hurt?

Section 6

How did Dan happen to get two more chipmunks?

Dad helped them make a good home for the chipmunks. What words tell that it was a good home?

Why do you think they called it "Dan's Chipmunk Ranch"?

Section 7

Why was Dan satisfied with his new pet?

Independent Exercise

exercise

Stories to Study A and B: Page 7

Noting details —
to find specific
information

LESSON 7

The purpose of this lesson is to teach pupils how to locate details as they read. Two situations are provided: (1) a question is given prior to reading, so pupils know which details to look for; and (2) the reading is not guided beyond telling pupils they will be expected to recall the details. In the first situation, the pupils must recognize the importance of holding the question in mind as they read. In the second, *all* details must be noted.

Pupils read
STORIES TO
STUDY,
Page 8

Use the selection "My Friends."

- * Ask the following questions *before* asking the pupils to read. Have the pupils read to find the answers.

Paragraph: 1

Where do "I" see my friends?

2

What three types of mail does Mr. Barker bring?

3

How does Mr. Martin help?

Paragraphs
4 and 5

- * The pupils now co-ordinate information from two paragraphs, combining similar ideas and information.

Have paragraphs 4 and 5 read. THEN ask the following questions:

Who were the two friends?

How often did the child see them?

What happened in the dentist's office?

When did he see the doctor?

What did the dentist say?

Paragraph 6

* The pupils now look for two sets of information.

Pose both the following questions. THEN have the pupils read paragraph 6.

Group A: What does the boy do while Joe cuts his hair?

What two types of haircut does he get?

Group B: When does the boy go to the barber?

What two types of haircut does he get?

Paragraph 7

Ask the following questions *before* having the paragraph read.

Where does Tony work?

When does the boy see Tony?

Paragraph 8

What did Tom do that was fun for the boy?

What two places does he see Tom?

Who thinks the boy is lucky? Why?

Culminate the lesson by having the main idea of the whole selection stated. All the details should contribute to the pupils' understanding of the main idea.

Independent Exercise

exercise

Stories to Study A and B: Page 9

Forming sensory
impressions — visual

LESSON 8

The ability to form sensory impressions as one reads helps to make reading a vivid, meaningful experience. Only as the reader "sees," "hears," and "feels" will he truly participate vicariously in the events he reads about.

For this lesson, a story is provided that offers only general descriptions of the setting and the story characters. Thus the reader will have to rely heavily on his imagination to fill in the details of the pictures suggested. Since definitive descriptions are not given, each reader will probably form a quite different idea of each scene. Encourage this, but at the same time develop the understandings that (1) as we read and form pictures in our minds, we add much to what the words actually state; (2) the story details provide the basis for the picture formed and set limits to the readers use of his imagination. The reader can add to, but cannot alter, the details.

Have the "The Golden Touch"(A) read in sections as indicated. Questions are suggested for each section.

Have two or three pupils answer each question and let the class as a group discuss in each case, (1) what the story provided and (2) what the reader provided. *Be sure the pupils are aware that there is no one right answer.*

GROUP A

Pupils read
STORIES TO
STUDY A,
Pages 10 — 11

Suggested questions:

- | | |
|-----------|---|
| Section 1 | What does Marygold look like?
Describe the king's strong room. |
| Section 2 | What did the king's visitor look like?
What does the king want? |
| Section 3 | What does the king's room look like now? |
| Section 4 | What kinds of flowers do you see?
How do you picture the garden now? |
| Section 5 | How does the king's breakfast table look? |
| Section 6 | How does Marygold look now? |
| Section 7 | What is the king doing in his strong room? |
| Section 8 | What is the strange man wearing?
What did he ask? |
| Section 9 | What does Marygold look like now?
Describe the king. |

Independent Exercise

exercise

Stories to Study A: Page 12

GROUP B
Pupils read
STORIES TO
STUDY B,
Page 10

Have the story "The Little Pine Tree" read in sections as indicated.

Suggested questions:

- | | |
|-----------|---|
| Section 1 | Describe how the forest looks.
What would the little pine tree see if he looked around? |
| Section 2 | How do you think the forest fairy looks? |
| Section 3 | Describe the tree with its gold leaves.
How does it look after the man picked them?
Why did he take the leaves? |
| Section 4 | Tell what one glass leaf would look like.
Why was the tree proud? |
| Section 5 | Describe the tree in the storm. |
| Section 6 | How does the forest look now?
(Pupils should relate the scene in Section 6 to Section 1.) |

Independent Exercise

exercise

Stories to Study B: Pages 11 and 12

LESSON 9

The purpose of this lesson is to teach pupils the function of the basic punctuation marks in writing. Punctuation marks not only separate thoughts as expressed in sentences, but indicate, to some extent, the intonation that one would hear if these thoughts were spoken.

exclamation mark

1. List the following examples on the board:

Oh dear! Oh dear!
Bill! Lucy!
Help! Help!
Look! Here comes the fire engine!
What a beautiful day!

Have the pupils read the examples aloud, using proper expression to indicate a feeling. In all the examples but the last, different pupils may express different feelings, but all should be strong feelings as indicated by an exclamation mark.

Ask:

What feeling did each person express?

What effect do these sentences have on the listener?
(make you pay attention and become interested)

If you are reading silently, what would indicate to you unusual excitement, interest, or attention?
(exclamation mark)

Explain to the class that punctuation marks are used in writing to give some indication of the way the voice would sound if the idea were spoken.

question mark

2. List the following examples on the board:

What is this?
Where are you?
How did you make it?
When can I come?
Who is there?
Why do you cry?

Have the pupils read the sentences aloud.

Ask:

What kind of sentences are they?

How do we know by looking at them?

What words tell it will be a question?

Underline the question words and the question marks.

When you ask a question, how is your voice different from when you use an exclamation?

statement

3. List the following statements on the board:

The band is playing.
I have cookies for you.
I can go swimming.

Have the sentences read aloud.

Ask what each sentence does.

Have the pupils note the punctuation and circle each period.

Have each statement changed to a question, to an exclamatory sentence.

Write the new sentences beside the statements.

Have the pupils indicate the correct punctuation.

Have the three sets of sentences read aloud.

4. Present and discuss the following examples. Have the pupils tell:

(a) kind of sentence, (b) punctuation, (c) intonation of voice.

What pretty flowers!
What kind of flower is it?
When are you going?
When I go, I'll tell you.
How do you do it?
How happy I am!

Using the examples below, have them read aloud. Discuss the meaning and feeling in each. Relate this to the punctuation marks.

a) I am ready.
Are you ready?
All ready!

b) They will go.
Let's go! Let's go!
Go where?

Independent Exercise

exercise

Stories to Study A and B: Page 13

Forming sensory
impressions
— auditory

LESSON 10

The purpose of this lesson is to increase the pupils' awareness of words and situations that convey auditory impressions—to help them to “hear” as they read.

“The Day Mother Went Shopping” describes the mood of a little boy who has come home to an empty house. Everyday noises are magnified as he wonders how to occupy himself until his mother comes home. Most children will have experienced this sensation. It is important that they have such an experience in mind as they read the story.

After preparing the pupils for the theme of the story, have them read it in four sections as indicated, thinking, as they read, of the sounds to be heard.

Pupils read
**STORIES TO
STUDY,**
Pages 14-15

Section 1

Pupils have probably noted:

- (1) Hal's feet on the sidewalk;
- (2) the boat flapping in the wind;
- (3) Hal's feet going up the steps;
- (4) Hal pushing on the door.

Section 2

Read this section *orally to the pupils*. Discuss the sounds Hal heard and the "sound words" used to represent them. Bring out that the sounds are magnified because of the silence of the house. This can be demonstrated effectively by having your class sit very quietly and listen to noises that ordinarily pass unnoticed, such as (1) the clock, (2) a "red paper boat" tossed on a desk, (3) a boy walking across the room, (4) the proverbial "pin drop".

Section 3

Treat as Section 1.

Section 4

Bring out the busy, happy noises that overshadow the noises of the empty house.

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 15

Recognizing
relationships
— sequence

LESSON 11

The purpose of this and the following lesson is to have the pupils note the sequence of events as they read and to recognize that the sequence is determined by the relationship among the events.

Pupils read
STORIES TO
STUDY,
Page 16

Use the story "Sue and Her Pony" to illustrate how each event follows logically from the previous one; and that any change in the sequence would effect major changes in the story.

1. To clarify the concept of such a sequence, do the following exercise.

Tell one pupil to do a simple task such as write his name on the board. Then, on the board write the heading, "What John Did," and have the class list the sequence of his actions as:

stood up
walked to the board
picked up the chalk
wrote his name
set down the chalk
turned around
walked to his place
sat down

It will be readily apparent that John could not alter the sequence and still accomplish his task.

2. Now write on the board "What Sue Did," and instruct the pupils to read the story "Sue and Her Pony" and be prepared to list her actions in sequence. Following the reading, list them on the board as:

- (1) Sue went to ride her pony.
- (2) Sue heard the brown cow.
- (3) Sue saw what was wrong.
- (4) Sue jumped down from her pony.
- (5) Sue tried to move the calf.
- (6) Sue held the calf's head up.
- (7) Sue sent Snow home.
- (8) Sue stayed with the calf.
- (9) Sue called to her father.
- (10) Sue went home with her father.

Pupils may re-read the story as a means of checking to be sure the important events are included. They should recognize the sequence as giving the main ideas of each part of the story and be aware that many of the details (for example, in the first paragraph) add to the story interest but do not add an event to the sequence.

Independent Exercise

exercise

Stories to Study A and B: Page 17

Recognizing
relationships
— sequence

LESSON 12

1. Write the following sentences on the board:

Peter went along the street to the store.
Peter's mother said she needed some groceries.
Peter took all the groceries home in his wagon.

Have the pupils arrange them in the correct order to make a sensible story.

2. Write the following sentences on the board:

Peter met the postman on his way to the store.
Peter met Mrs. Green on his way to the store.
Peter met the policeman on his way to the store.

Tell the pupils that these three things happened to Peter on his way to the store and ask them to arrange them in the right order. Guide them to see that these three incidents are not related. Because the sentences are not in the story or an incident, we have no way of knowing in what order they happened.

3. Write the following lists on the board:

unrelated items
in a list

- | | | |
|-----------|----------|---------|
| a) apples | b) broom | c) milk |
| carrots | carrots | carrots |
| milk | apples | bread |
| bread | bread | apples |
| broom | milk | broom |

Ask pupils which they think might be a list of things that Peter's mother wanted at the store. Again guide them to see that the sequence is arbitrary and does not affect the meaning when items are unrelated.

Pupils read
STORIES TO
STUDY,
Pages 18-19

4. Comment that the first three sentences tell what happened in the story "Peter and the New Red Wagon," but that there are many other interesting things about his getting the groceries.

Have the pupils read the story to find (a) the correct sequence for the second group of sentences, (b) why the order of the grocery list was important in the story.

5. Following the reading discuss whether it was important to the story plot that Peter met the policeman, the postman, and Mrs. Green in that order.

Have the pupils change the sentences in the second group so that they would follow in a definite sequence.

For example:

Just as he left the house, Peter met the policeman.

Peter met the postman at the end of the block.

The last person Peter saw on his way to the store was Mrs. Green.

(Pupils will be able to suggest many variations.)

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 19

Sensing
emotional
reactions

LESSON 13

The purpose of this and the following lesson is to teach the pupils to recognize the emotional reactions of story characters. These are usually implied rather than stated, and children's enjoyment and understanding of what they read will increase as they learn to recognize and assimilate ideas about the emotions of story characters from the many clues provided by the author. Clues to emotional reactions of a character are frequently given by:

1. the story situation (as a birthday, an accident)
2. actions of the character
3. description of the character's appearance
4. conversation of the character
5. conversations about the character
6. reactions of others to the character
7. explanatory words: *said, exclaimed, shouted*
8. direct descriptions of the emotional reaction.

encourage use
of precise
vocabulary

In any discussion of emotional reactions, encourage pupils to broaden their vocabulary to include precise words that convey a particular feeling (anxious, terrified, delighted, etc.). Since Grade Two children have a speaking vocabulary much larger than their reading vocabulary, in some instances they might suggest more accurate words to convey the emotion than those used in the story.

In the story "Peter's New Tent," emphasize Janet's changing emotions. Prepare the pupils by telling them that the story is about *Peter's* birthday but you want them to find out how his little sister felt about his birthday gift.

Have the story read in four sections as indicated. Following each section, discuss Janet's feelings and how they were indicated in the story.

For example, in the first section Janet is excited.

Clues: a direct description — "as excited as he was"

her actions — "jumped up and down"

her words — "Good! I'll ask Katrin!"

(Recall the use of the exclamation mark in writing.)

Have the pupils underline, in *Stories to Study*, the clues that help to understand Janet's emotional reactions.

In the last section no clues to Janet's emotions are given. Let the pupils suggest her reaction to Peter's words. Since this is not defined in the story, respect (and encourage) different opinions.

For example: (1) She apologizes for her behavior and coaxes to be allowed to use the tent next day. (2) She continues to sulk because she can't sleep in the tent. (3) She bounces back to the exuberance of the first section.

Another brief lesson following the same pattern might well be devoted to a consideration of the changing emotions of Hans and Peter during their brief stay in the tent.



In the story printed here, for your convenience, the emotion to be brought out is indicated in the margin. The clues to the emotional reactions are underlined.

PETER'S NEW TENT

Section 1
excited

It was Peter's birthday, and he had a new tent! Janet was almost as excited as Peter.

She jumped up and down while Dad and Peter were putting the tent up in the back yard.

"I'm going to ask Hans to sleep in the tent with me tonight," said Peter, as he hammered in the last peg.

"Good idea!" cried Janet. "And I'll ask Katrin!"

Section 2
disappointed
hurt

"No, Janet," said Dad. "Camping out is for boys."

Janet sat down on the grass and put her head on her hands.

"You know what?" she said sadly. "I wish I could be a boy!"

After supper, Janet watched Peter put his sleeping bag, a blanket, pyjamas, and a flashlight in a little pile. She looked sadder and sadder.

"Don't you think you'll be scared out there in the dark?" she asked him.

hopeful

"Wouldn't it be better to have more people in your tent?"

Peter grinned at her. "Hans and I won't be scared," he said.

Soon Hans came with his sleeping bag and pyjamas. The two boys went out to the tent and Janet slowly went off to bed.

Section 3

The boys were having a good time in the tent.

"This is fun, eh, Hans?" asked Peter.

"It sure is!" answered Hans.

Then a light shone on the side of the tent, and went slowly back and forth.

"Do you see that?" whispered Peter.

"What is it?" asked Hans, shivering.

The light went up and down, around and around. Was someone out there? A robber, maybe?

“It’ll be Dad, to see if we’re O.K.,” said Peter bravely. “I’ll call and see
Dad? Is that you?”
There was no answer. Just the light on the side of the tent.
“We’d better get to the house!” said Peter. “It must be a robber.”
“What if he grabs us?” asked Hans.
“He won’t if we run fast!”
And the boys made a dash for the back door.
Dad was in the kitchen.
“What’s the matter, boys?” he asked.
Peter told him, and he went out to look around. When Peter’s dad came back, he
said, “I think I know who the ‘robber’ is!” He went upstairs.
Soon he was down again. Janet was with him, and in her hand was a big flashlight.
“Tell the boys what you were doing,” said Dad sternly.
“I was just having some fun,” said Janet in a small voice. “I was just sitting by
the window playing with the flashlight.”

frightened
guilty

Section 4
relieved

“Just playing with the flashlight!” shouted Peter. “Any more tricks like that and
I won’t let you use my tent for a playhouse when I’m at school.”
And Peter and Hans went back to the tent, laughing.

Independent Exercises

Stories to Study A and B:

ON YOUR OWN
exercise

1. ON YOUR OWN: Page 21
2. Page 22

Sensing
emotional
reactions

LESSON 14

In “Peter’s New Tent” the author usually made the emotional reactions of his
characters quite clear; in the story chosen for this lesson the author expects the reader
to use his own background of experience as the major clue to the emotional reactions
of the characters. As the pupils read “Me, Too ” lead them to realize that Don probably
feels as much as they would in a similar situation and to use their feelings, as well as
explicit clues provided by the author, in interpreting the story. As each incident is
considered, help the pupils to note the cause of the emotional reaction since the nature
of that reaction usually must be deduced from the cause. (In most cases it results from
the interaction of the principal characters.)

Pupils read
STORIES TO
STUDY,
Pages 23 and 24

There are four principal incidents in the story “Me, Too.” Have the pupils read each
section silently. Note the changing moods of the boys in each section and discuss how
these moods can be identified.

The words below are for your guidance in the discussion of the story. It is not
intended that all of the words be used, but in all lessons, by using varied and precise
terminology, endeavor to increase the pupils’ listening and speaking vocabularies.

Section 1

Don: amused
tolerant
annoyed

Gary: cheerful
proud of "keeping up"

Section 2

Don: firm
agreeable
impatient
cross

Gary: hopeful
disappointed
delighted
tired

Section 3

Don: content
disappointed
happy
curious

Gary: happy
disappointed

Section 4

Don: surprised
frightened
relieved
guilty

Gary: frightened
safe
cheerful

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 24

Following
directions

LESSON 15

The purpose of this lesson is to teach pupils the kind of reading that is necessary to carry out directions. To follow any set of printed directions, a reader must: (1) adjust his rate of reading (he must read slowly and carefully), and (2) discard any irrelevant details that may be included.

This lesson is a direct follow-up to Listening Lesson 16.

For this lesson the pupils will need a sheet of paper, their pencils, and their crayons.

*

The following directions can be *written on the chalkboard* or *mimeographed* so that each child will have his own copy.

Have the pupils read the set of directions completely through. Ask them to decide if there are any unnecessary details. Have these crossed out.

Discuss the remaining details in order, questioning to ensure that all pupils understand.

Have the pupils follow independently the set of directions.

When all have finished, discuss the results. For those who made mistakes, review the directions and have each pupil decide which direction he did not follow. Have the pupils discuss again how they should read when they are following directions.

Follow These Directions

With a pencil, your crayons, and a piece of paper, you can have fun making pictures. Make four squares on your paper. You can do this by folding your paper or drawing lines with your pencil.

Number your squares 1, 2, 3, 4. Isn't it fun to write numerals?

In square No. 1, draw a box. Put a roof on it. Make a door and some windows. What color do you like houses to be painted?

Do you like clowns? We like to laugh at them. Draw a clown in the second box. Give him a blue suit and a red hat. Make his eyes black.

In square No. 3, make an X by joining the corners. Now draw a line straight up and down through the middle of the X. Draw another line from side to side. Now you have made a star. Do you think it is a good star?

In the last box, draw a table. On it, put a green cup, an orange plate, and a milk bottle. What do you like to eat for supper?



For Group B, you may need to simplify the directions. Remember that this is a *reading* exercise; therefore, the pupils should be able to read the printed directions independently.

Predicting
outcomes

LESSON 16

The next two lessons are designed to increase pupil competence in predicting outcomes as they read.

Be sure the pupils realize that predictions must be based on story content. Sometimes a prediction can be based on clear evidence; other times it will be just a "hunch," but even for this there is some foundation. As each pupil will see the content in the light of his own experience, predictions should sometimes vary.

It is also important that pupils are aware that their "reasoned guess" may be wrong and does not substitute for the reading of a subsequent section.

Use the story "The Fairy Who Got a Surprise."

Pupils read
STORIES TO
STUDY,
Pages 25-26

Have the story read one section at a time. It is suggested that pupils use a piece of paper to cover the subsequent parts of the story. It is important, in a lesson such as this, that pupils not read ahead.

At the end of each section, ask the pupils what they think will happen next and *why* they think this. As each new section is read, have the accuracy of the prediction checked.

Suggested questions:

- | | |
|-----------|--|
| Section 1 | What do you think will happen to the little fairy? |
| Section 2 | What work will the fairy do in the north? |
| Section 3 | Will the little fairy be happy when the cold wind blows? |
| Section 4 | What has surprised the fairy? |

Section 5	What is she sweeping?
Section 6	Will she be able to sweep away the snow?
Section 7	What will the queen do?
Section 8	What will the little fairy do?
Section 9	Do you think she will want to go back south with the queen?

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 26

Predicting
outcomes

LESSON 17

Use the same procedure as for the previous lesson.

Use the story "The Butterfly's Friends."

Pupils read
STORIES TO
STUDY,
GROUP A— Pages
27-28
GROUP B—Page 27

Suggested questions:

Section 1	Who do you think is in trouble? How might the ant guess who it is?
Section 2	What has happened to the butterfly?
Section 3	What will the ant do?
Section 4	How would you get some light down among the flowers? How will the ant and the bee get some light?
Section 5	Will the ant and the bee and the firefly be able to save the butterfly?
Section 6	Where would they look for a spider?
Section 7	How might the spider help?
Section 8	What are they going to do?
Section 9	Were you right?

Independent Exercises

GROUP A

Stories to Study A: Pages 29 and 30

GROUP B

Stories to Study B: Pages 28, 29, and 30

LESSON 18

Pupils read
STORIES TO
STUDY,
Pages 31-32

The ability to recognize cause-effect relationships is basic to understanding what is read. The purpose of the next two lessons is to teach pupils to be aware of these relationships.

Use the story, "Bobo, the Bad Little Goat."

1. Have the pupils read the story in two sections. *In preparation* for the reading of the first section, write the following on the chalkboard:

This is what happened:

- (1) The duck didn't like Bobo.
- (2) The pig didn't like Bobo.
- (3) The sheep didn't like Bobo.
- (4) No one liked Bobo.
- (5) Bobo was boss in the barnyard.
- (6) Bobo ran at the round gray ball.
- (7) The hornets stung Bobo.

Have the pupils read the first section silently to find out *why* each of these things happened. Have them underline, in their books as they read, the parts that give the *causes*.

After the reading, discuss the cause-effect relationships and note the parts underlined by the pupils. Check to see that the pupils have underlined just the parts that give the causes.

2. In preparation for the reading of the second section, write the following on the chalkboard:

This is *why* it happened:

- (1) The animals were afraid of Bobo.
- (2) The hornets were hurting Bobo.
- (3) Bobo was in trouble.
- (4) Bobo became a good goat.

Have the pupils read the second section silently to find out what happened *because* of each of the above things — *the effects* of each cause.

Have the pupils underline, in their books, the parts that give the effects. After the reading discuss the pupils' answers carefully. Be sure that the pupils understand that they were looking for *what happened because* of each of the things listed on the board.



The story is reproduced below for your convenience. The parts in the story that tell the causes and the effects are underlined and keyed to the appropriate number above.

BOBO, THE BAD LITTLE GOAT

Section 1

Bobo was a little goat. He had long horns and a short tail. His white hair was long with a bit of curl to it. He lived in a big barnyard with other animals, but not one of them liked him.

- When the duck walked down to the pond, Bobo would run at her and say,
 (1) "Get out of my way!" And if the duck did not step aside fast enough,
 Bobo would bunt her with his head and make her get out of his way.

- When the old brown pig lay in his puddle, Bobo would call, "Get out of my
 (2) way!" And if the pig did not move fast enough, Bobo would bunt him with
 his horns and make him get out.

- When the sheep was in the shade, Bobo would call, "Get out of my way!"
 (3) And if the sheep did not hurry off fast enough, Bobo would bunt him with
 his head and make him go.

- (4) Bobo was boss of the barnyard. It was fun for him, but not for the other
 (5) animals. Every day they had to watch for Bobo and keep out of his way.

Then one day Bobo was walking along, eating the sweet green grass. He
 saw something in a little tree. It was round and gray and like a ball. It
 was right in front of Bobo, so he called out, "Get out of my way!"

- (6) The ball did not move. Bobo called again, but still the ball did not move.
 Bobo didn't wait any longer. He ran right into the ball. It split open as
 soon as his horns hit it. Too bad for Bobo... the ball was a hornet's nest.
 (7) The hornets didn't like having their home broken. They flew at Bobo and
 stung his back and his tail.

Section 2

- (1) Bobo ran to the barn as fast as he could go. The duck, the pig, and the
 sheep saw him coming, and started to get out of his way.
- (2) "Oh, please, don't go!" cried Bobo. "Help me get these things out of my
 hair! They hurt!"
- (3) As soon as the animals saw that Bobo was in trouble, they began to help
 him. With her yellow bill, the duck picked the hornets out of Bobo's
 hair, and the pig and the sheep stepped on them.

"Thank you, thank you!" said Bobo. "I will remember what you did for me."

- (4) Bobo did remember, too. He never ran at the duck again, nor made the pig get
 out of the puddle, nor the sheep get out of the shade.

Bobo became a good goat, and everyone liked him.

Ollie J. Robertson

Independent Exercise

ON YOUR OWN
 exercise

Stories to Study A: ON YOUR OWN, Page 32
Stories to Study B: Page 32

LESSON 19

This lesson strengthens the pupils' awareness that an event may have several related causes or effects; and that these may be immediate or remote from the actual event.

Use the story "The New House."

Pupils read
STORIES TO
STUDY,
Page 33

Have the entire story read silently.

1. Following the reading, write this sentence on the board: One day the wind blew very hard. Discuss the *effects* of this and list a number of them as:

1. The apple tree blew down.
2. The children made a bird house.
3. The robins couldn't find their tree.
4. The robins were unhappy.

Repeat the procedure with

The robins were afraid of the cat.

- (1. They left the garden.)
- (2. They had to look for a new home.)
- (3. The children put a bell on the cat.)

Mr. Robin heard the cat's bell.

- (1. The robins knew they would be safe in the garden.)
- (2. Mr. Robin told Mrs. Robin about the cat's bell.)
- (3. The robins came back to the garden.)

2. Follow the same procedure, but write *statements of effect* and have the pupils look for the causes of each.

The children made a new birdhouse.

- (1. The storm had blown down the apple tree where the robins usually made a nest.)
- (2. The children thought the robins would be sad.)
- (3. The children wanted the robins to stay in the garden.)

The robins didn't stay in the birdhouse.

- (1. They were afraid of the cat.)

The robins came back to the garden.

- (1. They knew it was safe now.)
- (2. They hadn't found another place they liked as well.)
- (3. They had heard the bell on the cat.)

Independent Exercise

exercise

Stories to Study A and B: Page 34

Sensing
emotional
reactions
— understanding
personality of
story characters

LESSON 20

In this lesson, pupils must first understand the emotional reaction of the story character (using the principles developed in Lessons 13 and 14) and from this, make inferences about the personality of the character.

Use the story "Robbie's Safari."

Have the story read in sections as indicated. Following the reading of each section, consider the underlined statements to decide: (1) how Robbie felt at that point, and (2) what it tells about Robbie.

For example:

Robbie could hardly wait — excited

Since the next statement suggests he doesn't know what it is that he can hardly wait for, a reader might have an impression of an eager, interested, perhaps overly excitable, boy.

Similarly further statements might suggest:

- (1) he is interested in learning about things;
- (2) he is highly imaginative and enjoys dramatic play;
- (3) he becomes so engrossed in his play he is easily startled;
- (4) he is not easily frightened;
- (5) he brings elements of his play into reality;
- (6) and he is frightened, but feels safe enough to hold his ground;
- (7) "lost and afraid" triggers a prompt sympathetic reaction;
- (8) he trusts his father's judgment and is reasonable in accepting his explanation.

It is of course, expected that each class will interpret the story and Robbie's reactions in slightly different ways.

For each section, the following words are suggestive of the emotions that might be brought out by the pupils:

Section 1

excited
curious

Section 2

surprised
adventurous

GROUP A
Pupils read
STORIES TO
STUDY A,
Pages 36-37

Section 3

nervous
frightened
sympathetic

Section 4

sympathetic
satisfied

Following the discussion of Robbie and his reactions, have the class decide Robbie will follow up the incident next morning, and discuss what they would expect him to do.

Independent Exercise

ON YOUR OWN

Stories to Study A: ON YOUR OWN, Page 37

GROUP B
Pupils read
STORIES TO
STUDY,
Page 36

Use the story "The Frog Prince."

In this selection the pupils must note carefully the situation and the reaction of the story characters to understand their emotional reactions.

Have the story read a section at a time. After the reading of each section, use the following questions that focus on the feelings of the characters. For your convenience, words that could be used to express the feelings are listed in the margin.

Suggested questions:

Section 1
happy
gay

What was the princess doing?
How do you think she felt?
Why do you think she felt happy at first?
How does she show that she becomes unhappy?
Why is she so unhappy? (Pupils should have noted that it was a *gold* ball that she lost.)

Section 2
surprised
astonished
amazed
pleased
delighted
overjoyed

How do you think the princess felt when the frog spoke?
How does she feel when he promises to get her ball?
How do you know?

Section 3
rudely
thoughtlessly
annoyed
upset
hurt
indignant
offended

How did the princess act?
How do you think the frog feels?

Section 4
surprised
sympathetic (to
the frog)
annoyed, dis-
pleased (at his
daughter)

How do you think the king felt when he heard about the frog?
Why did he tell the princess to let the frog in?

Section 5
disgusted
unfriendly
hard-hearted
annoyed
irritated

How does the princess feel toward the frog?

Should the king have made her eat with him?

Section 6

Does the princess feel differently toward the frog now?
How do you know?

Section 7
amazed
excited
overjoyed
relieved
delighted
pleased

How do you think the princess feels?

How do you think the prince feels?

Independent Exercise

exercise

Stories to Study B: Page 37

Sensing
emotional
reactions

LESSON 21

This lesson is designed to make pupils more sensitive to:

(1) the words that denote emotional reactions; and (2) the underlying causes of the emotional reactions.

The problems presented refer to stories used in previous interpretation lessons. It should not be necessary to re-read these stories. Pupils may need help in reading the words that describe emotions.

1. Write the following sentences on the chalkboard.

Have the pupils read the sentences and suggest a variety of words that could be used to fill in the blanks. Write the words that the pupils suggest on the board. Some possible words are suggested for your convenience.

"Bobo, The Bad
Little Goat,"
Pages 31-32

1. The ducks were _____ because they knew Bobo would bunt them.
(frightened, scared, worried, alarmed)
2. The ducks were _____ because Bobo always made them get out of his way.
(annoyed, angry, disgusted, unhappy)

3. Bobo felt _____ because he knew he could make all the animals get out of his way.
(*proud, strong, confident, brave*)
4. The hornets were _____ because Bobo broke into their house.
(*angry, furious, amazed, startled*)

"The New House,"
Page 33

5. The robins were _____ when they couldn't find their apple tree.
(*unhappy, disturbed, worried, anxious*)

2. Have the pupils supply endings to agree with each of the emotional reactions expressed.

1. Bobo was surprised when the hornets chased him because _____.

Change the meaning by substituting other words for *surprised*; for example, Bobo was *frightened* (*uncomfortable, worried*) when the hornets chased him because _____.

"The Fairy Who
Got a Surprise,"
Pages 25-26

2. The little south fairy was *delighted* (*surprised, annoyed, alarmed*) by the snow when _____.

"The New
House," Page 33

3. In the story "The New House," the children were *pleased* (*puzzled, worried, excited*) when _____.

Independent Exercise

exercise

Stories to Study A and B: Page 38

Inferring LESSON 22

The purpose of the next two lessons is to teach pupils that the full meaning of a written selection is not conveyed by the words alone. Authors take for granted that the reader will use his knowledge, his experience, and his thinking ability to achieve the author's full meaning. In other words, readers must "read between the lines" or, make inferences. Inferring is *not* guessing; it is *thinking about* what the author means.

In any lesson on inferring, the pattern of questioning used by the teacher will determine the effectiveness of the lesson. If the questions suggested below are not used, the teacher must prepare her own questions very carefully to ensure that they focus on meanings that are not directly stated.

Write on the board:

"I can hardly wait until dinnertime!" Paul said to his mother. "I can almost taste that chocolate cake now."

Ask:

"What did Paul's mother serve for dessert for dinner?"

Point out that while the sentences do not state that there will be chocolate cake for dessert, we know that this is intended.

Introduce the term "reading between the lines." Have the pupils understand that authors do not write down every detail but expect readers to think as they read. Emphasize that what we add by "reading between the lines" must be based on facts in the story.

Have the pupils read "The Boy Who Would Not Read" in sections as indicated. Ask questions that necessitate "reading between the lines." Have pupils justify their answers.

Pupils read
STORIES TO
STUDY,
Pages 39-40

Suggested questions:

- | | |
|-----------|---|
| Section 1 | Why should Benny have been more cheerful? |
| Section 2 | Why is Benny sulking?
Why does he think he can't read? |
| Section 3 | What kind of person is Benny's grandfather? |
| Section 4 | Why did Grandfather buy a book about horses? |
| Section 5 | Why does Benny feel better? |
| Section 6 | Why does the little girl not know where the streets are? |
| Section 7 | What did Benny find out? |
| Section 8 | Why was Benny in such a hurry to get home? |
-

Inferring LESSON 23

Review the idea of "reading between the lines."
Use the story "All My Dad Ever Does."

Follow the same procedure as in Lesson 22.

Pupils read
STORIES TO
STUDY,
Page 41

Have the pupils read this story in two sections. *Then ask all the questions that relate to Section one. Do the same for Section two. Be sure pupils can justify their answers.*

Suggested questions:

Section 1

What does Jimmy Joe like to do at Robert's?
 What does Jimmy Joe like to do at Peter's?
 Why doesn't he go swimming at Ronnie's?
 Why does Jimmy Joe always say "All my dad
 ever does is work in the garden?"

Section 2

Did Jimmy Joe's dad have a garden last year?
 What would Jimmy Joe and his dad have to do to
 get ready for the picnic?
 What kind of fruit do you think they brought?
 What might Peter's dad do at the picnic?

Introduce the word "hobby." Have the pupils name the hobbies of the boys' fathers.

Making
 judgments

LESSON 24

It is of the utmost importance that pupils learn to judge critically ideas and concepts met in their reading. This skill should be developed and practised with both informational and story type material. Before forming a judgment, the reader must understand clearly the facts and the inferences of the author's presentation. In forming his judgment he must relate these to his own values and beliefs. Since judgments are based in part on personal values, pupils should offer different views. Accept all those that *can be supported*. Encourage discussion of different opinions. Pupils should learn to respect the opinions of others without necessarily agreeing with them.

Use the story "The Adventures of the Two Bears."

Pupils read
 STORIES TO
 STUDY,
 Pages 42-43

Guide the reading of the story with questions carefully patterned so that the answers form the basis for making a judgment. Except in the case of "detail" questions that are "right" or "wrong" according to the story, be sure the pupils can support their answers.

Suggested questions:

Section 1

judgment
 judgment

Where are the bears?
 Why is Mother Bear glad spring has come?
 Are the cubs cowards, that they want to stay in the cave?
 Did Mother Bear do the right thing, pushing them out
 into the big world?

Section 2

judgment

What do the cubs want to do?
 Why did Mother Bear stop their play?
 Why is Mother Bear in such a hurry to get to the pond?
 Do old bears and cubs like the same food?
 What did Mother Bear promise to do?
 Did Blackie deserve to be spanked?

Section 3
judgment

Should Brownie have been hit like that?

Section 4
judgment
(using new
evidence)

Read this paragraph and see if you change your mind.

Section 5

What is Mother Bear teaching the cubs?

Are they paying close attention?

What would Mother Bear like to do?

Why did she send the little bears up the tree?

judgment

Was this a wise thing to do?

judgment

Is the bear a good mother to her cubs? Why do you think that?

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 43

Making
judgments

LESSON 25

In Lesson 24 the pattern of questions accumulated the story evidence basic to forming a judgment *before* the judgment was made. In this lesson pupils are asked to make the judgment, and then justify it with (1) evidence from the story, and (2) their own ideas in relation to the issue. The discussion that develops should bring out the importance of considering all sides of the issue before making a judgment.

Use the story "The Wish Box." Have the story read in sections. After each section has been read, pose the questions and allow the pupils to *discuss* them.

Suggested questions:

Section 1

Should the mouse be complaining all day long?

Why? or Why not?

Section 2

Would you agree that the old mouse is very wise?

Now that you know the little mouse's problem would you change your mind about his complaining?

Section 3

Think of the best word you can to describe (1) the old mouse, (2) the little mouse.

Section 4

Has the little mouse made a good choice? (Pupils should realize that the elephant meets the mouse's demand for size, but should anticipate the problem of his different way of life.)

Section 5

Why do you think the elephant decided to change places with the mouse?

Section 6

Has the mouse really changed?

Section 7

Should the mouse (elephant) be complaining all day long? (Relate to the first question.)

GROUP A

Pupils read
STORIES TO
STUDY,
Pages 44-46

Independent Exercises

Stories to Study A:

ON YOUR OWN
exercise

1. ON YOUR OWN, Page 46
2. Page 47

GROUP B

Pupils read
STORIES TO
STUDY B,
Page 44

Use the story "The Man and His Donkey."
Have the story read in sections as indicated. After each section has been read, pose the questions and allow the pupils to discuss them.

Suggested questions:

- | | |
|-----------|--|
| Section 1 | Should the girls have behaved as they did? |
| Section 2 | Did the man do the right thing?
Do you think the men in the field were right to act as they did? |
| Section 3 | Were the women and the children right to say what they did? |
| Section 4 | Should the man and the boy have carried the donkey?
Do you think the man on the street meant them to? |
| Section 5 | Do you think the man is wise? Why or why not? |

Independent Exercises

exercises

Stories to Study B: Pages 45, 46, and 47

Understanding
sentence
meaning
(connectives *but*,
so; review
because, *and*)

LESSON 26

1. Write the following sentences on the board:

I like to run *and* to play.

I gave the ball to Peter *because* he was crying.

Have the sentences read aloud and discuss with pupils the significance of *and* and *because* in reading. (*and* joins two ideas; *because* tells *why*)

so

2. Write on the board:

Tom was afraid *because* the dog chased him.

Tom was afraid *so* he ran home.

Discuss the meaning of the sentences, bringing out that the first one tells us *why* Tom was afraid, and the second what he did *because* he was afraid.

but

3. Write on the board:

She likes to run *and* swim.She likes to run *but* she doesn't like to swim.

Discuss the meaning of these sentences, stressing that in the first *and* links two things that the girl *likes*; in the second *but* joins two things that are different – *like*, *doesn't like*.

exercise

4. Write the following sentences on the board. Note that there are two endings. Have the pupils decide with which they would use *but* and *so*. Have the completed sentences read and discussed. Note that in some cases either connective can be used but the meaning is altered.

a) Sam saw Father coming

___ he didn't see Mother.

___ he ran to the door.

b) I wrote a letter

___ I mailed it.

___ I forgot to mail it.

c) Susan didn't like Mary.

___ she did like Joan.

___ she didn't talk to her.

d) Billy didn't want to go to bed.

___ Mother made him.

___ he ran outside.

e) The dog barked at Billy.

___ Billy was not afraid.

___ Billy ran away.

Understanding
sentence meaning
– pronoun
reference

LESSON 27

1. Write on the board:

I me it he

you they we she

Ask the pupils to use each of the words in a sentence. Write the sentences on the board and discuss the function of these words. You might have some of the sentences repeated using all nouns and no pronouns to show how awkward our speech would be.



In reading, it is very important that the reader understand to whom or to what each pronoun refers; otherwise complete understanding of detail, main idea, emotional reactions, and so on, cannot be achieved.

2. Have the pupils turn to the story "Peter and the New Red Wagon" (Lesson 12).

Have the pupils underline each pronoun in the story. Then have the pupils decide to whom each pronoun refers.



The lesson should make clear to the pupils that the person or thing for which a pronoun stands has always been mentioned *previously* in the sentence or the story. The reader must *look back* to find out to whom a pronoun refers. The pupils should note, also, that the same pronoun can stand for many different people or things in the same story. In "Peter and the New Red Wagon," for instance, *you* refers to five different people.

Independent Exercise

exercise

Stories to Study A and B: Page 48

Recognizing
relationships—
time

LESSON 28

Pupils read
STORIES TO
STUDY,
Page 49

The purpose of this lesson is to teach pupils to be aware of, and to use, clues that denote the passing of time. The events of the brief story "After the Rain" extend over three seasons. This concept of time is of some difficulty to many children.

Have the pupils read "After the Rain" in sections as indicated. In your questioning and discussion, focus attention on the time element. It may be helpful to have pupils relate the time of each event to something in their own experience. For example, the bulbs were planted at about the time of Halloween.

Suggested questions:

**At what time of the year did the story begin?
How do you know this?**

List the clues on the board. Discuss the clues. Be sure that pupils note that only one clue (getting colder) distinguishes between spring and autumn.

**In what month do you think this sections begins? ends? Why?
What special days do we celebrate between (November) and (March)?
(The dates will vary according to the location of your school.)**

Use a calendar to point out the length of time involved.

What season is it now?

List the clues on the board.

Use the calendar again to note the length of time it took for bulbs to grow and to bloom.

Have pupils classify the "time" clues under the following headings:

- (1) the weather
- (2) what people were doing
- (3) what people said.

Independent Exercise

exercise

Stories to Study A and B: Page 50

LESSON 29

Pupils read
STORIES TO
STUDY,
Pages 51-52

- * In Lesson 28 pupils studied the time relationships in a story when events extended over a period of several months. In this lesson they will consider time in a story where the *actual* events are confined to one afternoon but where the hero's imagination ranges over long periods — and projects back into history as well as looks to the future.

Have the pupils read "The Magic Wishbone" in preparation for this lesson. Establish the fact that all the events in the story took place on one afternoon.

Discuss the story by sections. (Have each section re-read immediately before discussing it.) Through your questions, focus attention on the time element. Bring out (1) the duration of time, and (2) whether the situation is in the past, present, or future. Guide pupils to recognize clues to time in the story.

Section 1

When do you think William's grandmother got the wishbone?

(The answer is not definitely stated but (1) she has been *saving* it; (2) she has had time to paint and decorate it.)

Section 2

How long did it take William to think of his six wishes?

Have the pupils estimate the time it took. Then have one pupil pretend to be in William's place and think of six wishes. Time this activity to emphasize the brief time it takes to *think about* long periods of time.

Section 3

How long did William think about the pirate gold?

What do you suppose he thought about besides the way the gold looked?

How long would it take for this to really happen? (pirates burying the gold, pirates stealing the gold, etc., according to the answer to the previous question)

When would William have had to live to be likely to meet a real pirate? (Pupils should recognize this scene as in the distant past.)

Section 4

What did William imagine as he thought about his rocket ship?

How long would it take to really do that?

When would William have to live to be likely to have a real rocket ship of his own? (Pupils should recognize this as being in the distant future.)

Sections 5, 6, and 7

Have the pupils read each section, decide how long William's imaginary activities would take if they were real, and give their reasons for suggesting a particular length of time. For example, it would take much longer to build twenty-five dog houses than to decide it was dangerous to be as small as an ant.

Section 8

How long does William plan to keep his wishbone?

Discuss *briefly* how William has travelled from the long ago world of the pirates to the future world of rocket travel in one short afternoon.

Independent Exercises

exercise

Stories to Study A: Page 53

Stories to Study B:

ON YOUR OWN exercise

1. ON YOUR OWN, Page 52
2. Page 53

Pupils read
STORIES TO
STUDY,
Pages 54, 55, 56

The purpose of the next two lessons is to further strengthen the pupils' understanding that much of the meaning in written selections is not precisely stated, but must be "read into" the selection.

Use the story "The Naughty Frost Fairy."

Have the pupils read Section 1.

Ask:

What time of year is it?
What work will the frost fairies do?
How many frost fairies are there?

Guide the pupils to note that none of the answers were expressly stated in the story. Through a discussion of each answer, bring out that the answers were based on (1) what the author stated (work will begin *soon*; *as soon as* summer flowers and fruit are gone); (2) what we know (flowers and fruit are gone in October); (3) what we imagine (frost fairies bring the bright autumn colors).

Emphasize that answers *must* be in accord with *what the author has stated* and *what we know* to be true, but that imagination can add to this.

Comment briefly on the fact that authors expect us to *think* as we read and to add to their story. Have pupils suggest possible reasons for this; for example: the story would be very long and dull if everything were written in detail; it is more interesting to read a story when you can contribute to it.

Have the rest of the story read a section at a time. Ask questions such as the following. However, your *purpose* is not merely to get correct answers to the questions but to have pupils *understand how* they arrived at the answers.

Have the pupils support their answers (1) by reference to the story, and (2) by reference to their own experience. In discussing the answers encourage differences of opinion, where such are possible, and *point out to the pupils* why two children may have different but equally valid answers.

Suggested questions:

- | | |
|-----------|--|
| Section 2 | What kind of fairy is the new frost fairy? |
| Section 3 | What do you know about the old frost fairies?
Have you changed your mind about the new frost fairy? |
| Section 4 | What new colors did the frost fairy use? |
| Section 5 | What one word gives a clue to the character of the little evergreen? |
| Section 6 | Compare the character of the frost fairy and the evergreen tree. |
| Section 7 | Why will no one help the frost fairy? |
| Section 8 | Why did the king say, "No one needs to tell me what has been happening"? (A) or "What's going on here?" (B)
Why did the king choose the punishment that he did? |

Independent Exercises

Stories to Study A and B:

ON YOUR OWN

exercise

1. ON YOUR OWN, Page 56

2. Page 57

Inferring LESSON 31

Follow the same procedures as in Lesson 30, again emphasizing that inferences are based on (1) information given by the author; (2) the knowledge and experience of the reader; and are enriched by the reader's imagination. Be sure pupils understand **how** each answer was arrived at.

GROUP A

Pupils read
STORIES TO
STUDY A,
Pages 58-59

Use the story "Billy and the Sandman."

Suggested questions:

Section 1

What sort of things does Billy like?
What will Billy say when he makes his wish?

Section 2

What can you tell about the voice that spoke to Billy?
Whom do you suppose is speaking?

Section 3

Did the sandman make Billy's wish come true?

Section 4

How did Billy spend Christmas Day?

Section 5

How old is Billy? (toy train and bike together provide a clue — but allow for differences of opinion.)

Section 6

Why is Billy crying?

Section 7

Does Billy think his wish was a good idea?

Following the reading of the story, the pupils should consider the major inference which underlies the entire story — Billy fell asleep and is dreaming.

Discuss the pupils' answers to the question at the end of the story, and then have each pupil write his answer.

GROUP B

Pupils read
STORIES TO
STUDY B,
Pages 58-59

Use the story "Tommy Tucker's Birthday."

Suggested questions:

- Section 1 Why was Tommy excited when he woke up?
 How does he feel when he knows that he won't get a present?
 Why did he say that he didn't want a present?
- Section 2 Where is Tommy going?
- Section 3 How does Tommy plan to earn some money?
 Who will give him the money?
 How can you tell that Tommy is very excited about the idea?
- Section 4 Why can't Tommy have a banjo?
- Section 5 Where do you suppose Boy Blue is going?
- Section 6 Where do you think Bo Peep is going?
- Section 7 How does Tommy feel about his present?
 How do you know that Boy Blue was pleased with the gift he brought to Tommy?
 Why did all Tommy's friends get together to buy Tommy's present?

Independent Exercise

ON YOUR OWN

*Stories to Study B: ON YOUR OWN, Page 59*Understanding
the main idea**LESSON 32**

The purpose of the next two lessons is to teach pupils to isolate the main ideas in a story or an essay, and to understand that the details support the main idea or give additional interesting information.

Pupils read STORIES TO STUDY, Page 60

Use the story "The Chipmunk's Back."

Use the following questions to guide the pupils in discovering the main idea of each section. List the answers on the board. Evaluate each, and revise those that are too detailed.

- Section 1 How did Old Bear feel and why?
- Section 2 What did he decide to do about the problem?
- Section 3 How did his plan work?
- Section 4 What happened on the second attempt to catch the thief?
- Section 5 What did Old Bear do?
- Section 6 What happened to the chipmunk?
- Section 7 What was the result of the bear's attack?

Ask pupils to suggest a title for this Old Indian Legend beginning with the word "How."

Statements
that support
the main idea

Reconsider the selection, section by section, helping the pupils to see that certain information merely adds interesting detail or further proof to the main idea statements.

- | | |
|-----------|---|
| Section 1 | Why is paragraph two added? |
| Section 2 | Which statements give the idea that the bear is planning? |
| Section 3 | Underline the key words. |
| Section 4 | Which ideas lead up to Old Bear's final conclusion? |
| Section 5 | What do you see as you read this section? |
| Section 6 | This section is similar to section 5. How? |
| Section 7 | Each sentence here leads up to the final statement about how to identify a chipmunk. Can you think of a different ending? Give a title that would be suitable for the story with the ending which you have suggested. |

Independent Exercise

exercise

Stories to Study A and B: Page 61

Understanding
the main idea

LESSON 33

Use the selection at the top of page 62 in *Stories to Study*.

Have the pupils read the selection a paragraph at a time. After each paragraph has been read, lead the discussion in the following manner:

GROUP A
Pupils read
STORIES TO
STUDY,
Page 62

Paragraph 1

What two important things that the settlers did are described in this paragraph?

Make up one sentence that tells about these things and tells the reason for the second move. (e.g. Long ago some white men settled on an island, but after a cold winter, they decided to move.)

Which two words would best complete this sentence?

"They left behind some of their _____ and _____."

Paragraph 2

Give two reasons why no one touched the things left in the village.

Paragraph 3

What happened to the village?

What kind of man was the leader? How do you know?

Answers could vary, for example; a good man — he tried to stop the men, was sad, thought they could learn a lot from the Indians; a poor leader — he had no control over his men.

main idea
implied

What things did the leader think his men could learn from the Indians?

What would be a good title for this story?



You may wish to write the pupils' answers on the board as they are given. Then, at the completion of the lesson, have the sentences on the board read aloud.

Have the pupils compare the chalkboard outline, which presents merely the main ideas, with the original selection which includes detail and description also.

Independent Exercises

Stories to Study A:

ON YOUR OWN
exercise

1. ON YOUR OWN: Page 62
2. Page 63

GROUP B

Pupils read
STORIES TO
STUDY B,
Page 62

Use the selection on Page 62 of *Stories to Study B*.

Have the pupils read the selection one section at a time. After each section has been read, question to bring out the important ideas.

You may wish to write the pupils' answers on the board. This should provide a summary of the content.

Then have the pupils compare the chalkboard sentences with the original selection.

Suggested questions:

Section 1

Why did Bob hurry home?
What did his mother ask him to do?
What does Bob think about making bread?

Section 2

What surprising thing did Bob's mother tell him?
How did the loaf of bread begin?
What happened to the wheat seed?

Section 3

What happened to the wheat in the fall?
What happened at the mill?
What happened to the flour?

Independent Exercises

Stories to Study B:

ON YOUR OWN
exercise

1. ON YOUR OWN, Page 62
2. Page 63

GROUP A

Pupils read
STORIES TO
STUDY A,
Page 64

The purpose of this lesson is to give pupils practice in reading for, *and remembering*, pertinent details.

Use the selection "Words."

Have the title read aloud. Tell pupils that the author is writing her ideas about the following:

1. what words are;
2. words that are "busy";
3. how words are put together;
4. how to get to know words.

Place these four headings on the board.

Tell the pupils to read the selection and to remember as many details about each of the four topics as possible.

With some groups you may want to break the selection down into four sections to be read one at a time.

practice
recall after
reading a
section

Instruct pupils to think about the information they are looking for and to stop for a moment after each section to try to recall and organize in their minds, the details they have read.

Use the following questions to elicit recall of details by students.

Note which students need to refer to the story and how frequently.

1. **What is a word?**

What three examples does the author give of the different sizes of words?

(Point out to the pupils that you gave them an aid to remembering when you told them *how many*.)

2. **Why is up a busy word? List the three examples given for up.**

Why does the author think that and is busy?

3. **Name two ways that words can be written. What is a story? What is a list?**

How do drivers use written words?

4. **Give three reasons why words are hard to understand.**

How can you find the meaning of a word?

How can you get to know many words?

the number of
items helps with
recall

GROUP B

Pupils read
STORIES TO
STUDY B,
Page 64

Use the selection "Lumber."

Have the title read aloud. Tell pupils that the author is writing ideas about the following:

1. how logs get to the sawmill
2. logs are cut into lumber
3. the lumberyard
4. what happens to the lumber.

Write the four headings on the board. Have the pupils read the selection one section at a time. Before each section, direct their attention to the appropriate heading and ask them to remember as many details about it as they can.

Instruct the pupils to stop at the end of a section and go over in their minds the details noted.

Paragraph 4

Put one line under the part that tells what made the bell ring.
Put two lines under the part that tells why the king came.

Paragraph 5

Put one line under the part that tells what the king ordered
the man to do.
Circle the part that tells how the man felt.
Put two lines under the part that tells what the man did then.

For your convenience, the story, with the answers marked, is included here.

THE BELL OF ATRI

Paragraph 1

The king of (Atri) built a tall tower and hung a bell in it. A long rope hung from the bell to the ground. "If anyone does something wrong, ring this bell," said the king to his people, "then I shall know that someone needs help."

Paragraph 2

1 2 3 4

Many people rang the bell – rich people and poor people, big people and little people. But after a time the rope was worn off till a man could hardly reach it. Some person, passing by, saw this and mended it with a long grapevine.

Paragraph 3

Not far from the town lived a faithful old horse. He had worked for his master many years, and now he was too old to work any more. This unkind man would not feed the horse, but turned him out on the street to starve.

Paragraph 4

The poor horse wandered about until he saw the grapevine. He was hungry and tired and tried to eat it. This made the bell ring, and the king came to see who needed help. When he saw the starving horse, he sent for the master.

Paragraph 5

"This poor horse has served you well many years," said the king. "He is old now and cannot work. You must take him back to his stable, and feed and care for him for the rest of his life."

Then the man was (ashamed), and he led home the horse and did as the king had ordered.

Independent Exercises

Stories to Study A:

ON YOUR OWN
exercise

1. ON YOUR OWN, Page 65
2. Pages 66-67

Use the selection "The Apple Tree."

Follow the same procedure as outlined for Group A.

Suggested questions:

GROUP B
Pupils read
STORIES TO
STUDY B,
Page 65

Paragraph 1

Circle the word that tells what season it is.
Put a line under the part that tells what began to grow.
Put two lines under the words that tell what fell off the buds.
Put a box around two words that tell what grew when the buds opened.

Paragraph 2

Circle the word that tells what season it is.

Underline the word that tells what is happening to the leaves.

Put two lines under the word that tells what grew from the flowers.

Put boxes around three words that describe the apples.

Paragraph 3

Circle the word that tells in which season the days got shorter.

Underline two sentences that tell what happened to the leaves.

Put a box around the sentence that describes the apples.

Paragraph 4

Circle the word that names the season.

Underline the sentence that tells what the apple tree is doing.

Put boxes around the words that name two things gone from the tree.

selection with
answers marked**THE APPLE TREE**

When spring came, the days got warm. The buds on the apple tree began to grow. At first they were very small. But they got bigger and bigger. Soon the outside scales fell off. The buds opened and some of them grew into leaves. Some became flowers. The flowers were pale pink and white.

Summer came and the days were hotter. The flower petals had dropped off the tree. The leaves got bigger. Apples began to grow where the flowers had been. But they were not red and ripe. They were small and hard and green.

The days got shorter as fall came. Now the apples were big and red. The leaves had stopped growing. The farmer climbed a ladder to pick the apples. The wind blew the leaves to the ground.

When winter came, the apple tree was bare. The leaves were gone. The apples were gone. The tree was resting. Resting until spring came again. Children ate the crisp red apples. Apples with small dark seeds inside. Seeds that could make new apple trees.

Independent Exercises*Stories to Study B:*ON YOUR OWN
exercise

1. ON YOUR OWN, Page 65
2. Pages 66-67

Noting details

LESSON 36

In this lesson the pupils read and follow the printed directions.

Pupils Use
STORIES TO
STUDY,
Page 68

Discuss the kind of reading that is required to follow directions.

Have the pupils read the first direction and the accompanying questions, and, either write the required information on the line provided, or give the answers orally. Discuss errors and omissions

Point out the importance of noting details carefully, and following directions precisely.

Continue in a similar manner with each of the directions.

GROUP A
Pupils read
STORIES TO
STUDY A,
Page 64

Use the selection "Words" (Lesson 34).

Print the title on the board.

Have pupils read the first paragraph and recall the main idea which they had used as a guide in Lesson 34.

Print this on the board:

Main idea

A. What Words Are

Explain that the letter *A* designates the first main idea in the selection.

Ask pupils to give you the first detail that the author presents about what words are. They will probably give you the complete sentence.

Discuss the answer. Help pupils to see that they don't need all the descriptive words but just —

Supporting
details

1. sounds we say

Print the first detail under the heading A.

Ask for other details about words. Print them on the board.

2. many sizes

3. special meanings

Explain that the numbers designate the details that support (explain, or help you to understand) the main idea.

Outline

Introduce the word **OUTLINE** and explain its meaning and use.

Have pupils read to the end of the discussion of "busy" words.

Follow the procedure suggested for paragraph 1.

Your outline will be similar to this one:

B. Busy Words

1. Have different meanings (up)

2. Are used very often (and)

Follow the same procedure for the next paragraph.

C. How Words Are Put Together

1. One after another (book)

2. One under another (list)

3. Spoken in groups (speech, talk)

The remainder of the selection can be treated as a unit, using the same procedure.

D. How to Get to Know Words

1. Use dictionary

2. Learn one a day

Using the
outline

Now refer to the completed outline. Have the pupils —

1. Read the four main ideas;

2. Read the first main idea and the supporting details.

You combine the statements, reading aloud, to show pupils how this outline provides enough clues for the reader to think of a complete statement or idea.

"Words are sounds we say. They may be many sizes, but each has a special meaning."

Continue with the remaining three ideas in the outline. Let the pupils try to combine parts of the outline into a sentence. There may be a student capable of reading the entire outline in this way; or of reading the outline a section at a time and then giving his translation, also a section at a time.

Independent Exercise

exercise

Stories to Study A: Page 69

GROUP B
Pupils read
STORIES TO
STUDY B,
Page 64

Use the selection "Lumber" (Lesson 34).

Print the title on the board.

Recall with the pupils the headings used in Lesson 34.

Print:

A. How logs get to the sawmill

- 1.
- 2.
- 3.
- 4.

Explain that the letter A designates the first main idea about lumber and that there are four important details about this in the first section.

Instruct pupils to read the first section and note, in order, the important details. Pupils will probably give these details in sentence form. Guide them in wording their ideas in point form.

Fill in the outline in a manner similar to the following:

A. How logs get to the sawmill

1. men cut down the trees
2. trees cut into logs
3. logs floated down the river
4. logs taken on trucks

Introduce the word *outline* and explain its meaning and its use. Follow the above procedure with the other sections. The completed outline should be similar to the following:

B. Logs are cut into lumber

1. saws cut logs
2. many kinds of lumber

C. The lumberyard

1. piles and piles of lumber
2. roof over lumber
3. no animals

D. What happens to the lumber

1. carpenters buy lumber
2. make many things from the lumber

Using the
outline

Have pupils study the completed outline. Have them:

- (1) read the four main ideas;
- (2) read the first main idea and the supporting details.

You combine the statements to show how an outline gives enough clues for the reader to give a complete statement. For example, "Men cut down trees and cut them into logs. Then they float them down the river or put them on trucks and take them to the sawmill." Continue with the three remaining sections. Encourage pupils to attempt to organize the ideas of the outline and state them in sentence form.

Independent Exercise

exercise

Stories to Study B: Page 69

Making an
outline

LESSON 38

GROUP A

Pupils read
STORIES TO
STUDY A,
Page 65

Use the selection "The Bell of Atri" (Lesson 35).

Follow the procedure suggested in Lesson 37. Pupils have not determined the main ideas previously.

To establish the main ideas, the following questions could be used:

Paragraph 1

Who hung the bell?

Paragraph 2

What happened to the bell?

Paragraph 3

About whom is this paragraph?

Paragraph 4

What signal did the King hear?

Paragraph 5

What did the King do?

main ideas

- A. The King hangs a bell.
- B. A new rope for the bell.
- C. The poor horse.
- D. A signal for help.
- E. The King's orders.

Details

Details located in Lesson 35 may be used again to fill out the outline.

Using the
outline

As in Lesson 37, encourage pupils to:

1. give brief statements about each point
2. combine the statements to make a complete statement about each main heading;
3. "read" the entire outline.

Independent Exercise

exercise

Stories to Study A: Pages 70-71

GROUP B

Pupils read
STORIES TO
STUDY B,
Page 65

main ideas

Use the selection "The Apple Tree" (Lesson 35).

Follow the same procedure as that suggested in Lesson 37. Pupils have not determined the main ideas previously. With this group it is probably wise to supply the main ideas previously. With this group it is probably wise to supply the main headings as follows:

- A. The apple tree in spring
- B. The apple tree in summer
- C. The apple tree in fall
- D. The apple tree in winter

Fill in the outline.

Guide pupils in selecting key details to support each main idea. (Help them to note the irrelevant details in the last paragraph.) Be sure the ideas are recorded in outline form.

Using the
outline

As in Lesson 37, have pupils, with your help if necessary, combine the points in the outline to make complete statements about each main heading.

Independent Exercise

exercise

Stories to Study B: Pages 70-71

Understanding
sentence meaning —
(using context
variant meanings
of words)

LESSON 39

The purpose of the next two lessons is to teach pupils that words often have different meanings and that we can understand the meanings of words only by paying attention to the context in which they are used.

Use the following sets of sentences and the selection "The Chipmunk's Back," (Lesson 32).

Write the sets of sentences on the board and proceed as follows:

1. Have the pupils read each set of sentences.
2. Discuss the meaning of the underlined word in each
3. Note how the context helps to convey the meaning of the word.
4. Find each underlined word in the selection "The Chipmunk's Back," and circle it.
5. Decide, from the context, which of the two meanings, A or B, is correct for the word that has been circled.

Sentences:

- I A) The rabbit ran very fast and won the race.
- B) The baby did not hear the loud noise because he was fast asleep.

*

(*Fast* is used with both these meanings in "The Chipmunk's Back;" A in Section 6, and B in Section 3.)

- II A) The boy looked up and saw a man near the tree.
- B) He was cutting the tree down with a saw.
- III A) Tom's feet hurt because his shoes were too tight.
- B) We measure things in inches, feet, and yards.

Pupils read
STORIES TO
STUDY,
Page 60

- IV A) There were seven steps up from the sidewalk to the porch.
B) A giant can take very big steps because he has long legs.
- V A) The soft feathers from ducks are used to make down pillows.
B) That cat was up so high that it was afraid to come down.
- VI A) I must go now but I will come back again tomorrow.
B) The wind blew against my back and pushed me forward.
- VII A) John and Bill had good marks in spelling.
B) His muddy shoes made black marks on the floor.
- VIII A) The boys listened to him tell his story.
B) You can tell an onion by its smell.

Independent Exercise

exercise

Stories to Study A and B: Page 72

Understanding
sentence meaning—
(using context
to distinguish
variant meanings
of words)

LESSON 40

For Group A, use the selection "Buffaloes" on Page 66, *Stories to Study A*.

1. Have the selection re-read silently.
2. Direct the pupils to look at paragraph three, sentence three, and to find the last word in that sentence (*way*).
3. Have the sentence read aloud. Discuss the meaning of the word *way*. (path of the buffalo, direction in which they were going)
4. Ask pupils for another meaning of the word *way*. Have them give sentences using the word. (This is the *way* to do the arithmetic problem.)
5. Refer again to the sentence in the selection "Buffaloes;" and have the pupils discuss how they knew which meaning was correct in this context.

Proceed in a similar manner using the following words from the same selection:

horns

Paragraph one — *horns*; other meaning: "The car horns made a lot of noise."

shoot

Paragraph three — *shoot*;

other meaning: "See the little green leaf coming up out of the ground. It's a new *shoot* from that plant."

left

Paragraph four — *left*;

other meaning: "We have two arms, one on our *left* side and one on our right."

GROUP A
Pupils read
STORIES TO
STUDY A,
Page 66

land

Paragraph four — *land*;

other meaning; "The airplane is coming down. Soon the wheels will touch the ground and it will *land*."

can

Paragraph four — *can*;

other meanings; "Some fruit comes in jars, some in tin *cans*."
 "But when my mother *cans* fruit she puts it in jars and not in cans."

Independent Exercise

exercise

Stories to Study A: Page 73

GROUP B
 Pupils read
 STORIES TO
 STUDY,
 Page 54

For Group B, use the story "The Naughty Frost Fairy" page 54.

1. Have the story re-read silently before the lesson.
2. Proceed as with Group A.

Direct attention to the following words. Discuss the meaning of each in the context used. Have pupils suggest other meanings for each. For example, *pots* of paint. "Pots" might have the same meaning as "cans" and should be distinguished from "pots" meaning cooking utensils. "Brushes" refers to paint brushes rather than "hair brushes," clothes brushes, etc.

Section 1

Section 4

fall

Section 5

saw, still

Section 6

cross

Section 8

covered

Independent Exercise

exercise

*Stories to Study B: Page 73***LESSON 41**

Drawing
 conclusions

The purpose of this lesson is to teach pupils to draw conclusions as they read and to make them more aware that conclusions are based on ideas stated in the text or *inferred* from it.

Have the pupils read each section of "Myrtle the Turtle and the Party."

Pupils read
 STORIES TO
 STUDY,
 Pages 74-75

- (1) Ask a series of questions designed to organize the "evidence" (list it on the board); ask a question that requires that a conclusion be drawn.
- (2) Ask pupils to find the evidence on which Myrtle based *her* conclusions about her friends.

Section 1

inference
inference
fact
fact
conclusion

Why does Myrtle keep turning her head?
Why is she looking for someone?
What did she hope when she saw the rabbit?
What did the rabbit do?
How does Myrtle feel?

Section 2

Where does Myrtle think the rabbit is going?
Why does she think that? (list the evidence)
Is there anything in this part to support your idea that Myrtle
is *(lonely)*? (Use the feeling that pupils decided on in Section One.)

Section 3

conclusion
(already
formed)

How did Myrtle feel at the beginning of the story?

fact
inference
conclusion

Where has she seen two of her friends going?
Think about how you would feel in Myrtle's place.
How does Myrtle feel as Sammy Squirrel hurries past?

Section 4

Who does Myrtle decide is having the party?
How does she decide this?

Section 5

Why does Myrtle think that Charley Chipmunk doesn't like her?

Section 6

conclusion

Would Myrtle be a nice friend?

Why do you think so? (Pupils may find evidence in Section 6 — Myrtle didn't sulk but decided to make her own good time; she didn't spoil her friends' fun by telling that it wasn't her birthday; all the animals wanted to surprise her — but the pupils may add to this by referring to other parts of the story.)

Following the reading of the story discuss why Myrtle's conclusions about the party were wrong.

Independent Exercises

Stories to Study A and B:

ON YOUR OWN
exercise

1. ON YOUR OWN, Page 75
2. Page 76

Drawing
conclusions

LESSON 42

In Lesson 41, pupils considered the accumulated evidence and formed a conclusion, or looked for evidence to support the conclusions of the story character. In this lesson they are asked to form conclusions and then produce evidence to support them.

Attempt to develop some understanding of the fact that we usually draw conclusions as we read without consciously weighing the evidence, but that these should be firmly based.

Pupils read
STORIES TO
STUDY,
Pages 77-78

Have the story "Barbie's Wishes" read in sections. After each section is read ask the appropriate question. Have the pupils support their answers with (1) facts from the story; (2) information based on their own knowledge and experience (this aspect is emphasized).

Section 1

Which one word would you use to describe how Barbie feels about most things? (unhappy, dissatisfied, complaining, etc.)

Section 2

How does Barbie's family feel toward her?

Section 3

Was Barbie really unhappy with things as they were?

Independent Exercises

Stories to Study A and B:

ON YOUR OWN
exercise

1. ON YOUR OWN: Page 78
 2. Page 79
-

Understanding
sentence meaning—
connectives

LESSON 43

Use these sentences to review the use of the connectives *and*, *but*, *so*, *because*. Have pupils read each sentence and explain the function of the connective.

I like to ski *and* skate.

I like winter *because* there is snow.

Snow is good for skiing *but* not for skating.

Snow covers the ice *so* we must shovel before we can skate.

Use of
connectives

and joins two similar ideas;

but joins two different ideas;

because tells why;

so tells what is done because of a given reason.

Pupils read
STORIES TO
STUDY,
Page 80

Use the selection "Signs of Spring."

Have the pupils examine one paragraph at a time and follow this procedure for each.

- (1) Read the paragraph underlining the connectives.
- (2) Discuss the use of each connective.
- (3) Re-read each sentence omitting the connective. This may involve changing word order in the sentence, making two sentences of one, or substituting a different connective.
- (4) Discuss each changed version. Children will discover that there is more than one way to make a statement.

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 80

Understanding
sentence
meaning —
figurative
language
(Simple
simile)

LESSON 44

1. Write these sentences on the board.

Sue's pony was *as white as snow*.
He ran *like the wind*.

Have pupils recall the selection "Sue and Her Pony" (page 16).

Ask them what they see as they read the first sentence, the second.

Ask why the author didn't just say, *white* or *fast*.

The pupils should discover that direct comparison with another object helps the reader to visualize and to get a better description of the pony.

2. List the following on the board:

as round as
as big as
as hot as
as high as
as cold as

Have the pupils provide names of objects that will help them to visualize the descriptive word. They will see that the object which is suggested is the fastest, biggest, hottest, etc. — that they can think of. Accept and list various similes for each, as given by the pupils.

Pupils may be able to add to this list, similes that are commonly used; for example *as good as gold*, *as cold as ice*, *as flat as a pancake*, etc.

Use the list to compare and discuss sentences which do and do not make use of simile. Have pupils note that when simile is used more interesting writing and better understanding result.

Sample sentences:

He ran fast.
He ran as fast as the wind.
The man was big.
The man was as big as a giant.

GROUP A
Pupils read
STORIES TO
STUDY,
Pages 81-83

Use the selection "Peter's Long Walk."

Have this selection read a section at a time. Discuss the simile that is the last sentence in each paragraph.

Ask the pupils why the comparison is appropriate, and if it serves its purpose (makes them feel lonely).

When the selection has been completed, pupils could indicate which simile they prefer and why.

Independent Exercises

Stories to Study A:

1. ON YOUR OWN, Page 83
2. Page 84

ON YOUR OWN
exercise

GROUP B
Pupils read
STORIES TO
STUDY,
Page 81

Use the selection "Patty Dances."

Have the selection read a section at a time. Discuss the underlined simile in each section.

Consider with the pupils whether the comparisons are appropriate and whether they help pupils to see the little girl and to know how she feels.

When the selection has been completed, pupils could indicate which simile they prefer and tell why.

Independent Exercises

exercises

Stories to Study B: Pages 82, 83, 84

Inferring LESSON 45



Pupils will, by now, be quite accustomed to making inferences as they read. They should be becoming more and more aware that *good reading requires* the reader to go beyond the text and supplement it from his own experience; and that the writer *expects* this, and puts suggestions in his story to encourage and direct it. This lesson, and the following, will direct attention to ways in which the author guides the making of inferences.

Review the meaning of the expression, "reading between the lines." Emphasize again that this must be based on story content but at the same time reflects each reader's experience.

As the pupils read the story "The Brave Little Raccoon," have them

Pupils read
STORIES TO
STUDY,
Pages 85-86

- (1) answer the suggested questions and consider ways the author has suggested the answer. For example, for Section 1 ask "How does Little Raccoon feel as he walks through the woods?"

Little Raccoon is probably very proud and a little nervous, as suggested by

- (a) the writing of *all by himself* in italics;
- (b) the exclamation point after each of the first two sentences;
- (c) Little Raccoon's enthusiasm as indicated by "Oh, yes, yes!"
- (d) Little Raccoon is *alone* and it is *night*.

- (2) Consider the inferences made by Little Raccoon and his mother in the story.

Suggested questions:

- | | |
|-----------|--|
| Section 1 | How did Little Raccoon feel as he walked along? |
| Section 2 | Does Little Raccoon often go walking alone?
How would Old Skunk protect himself? |
| Section 3 | What did Little Raccoon think he saw?
What do <u>you</u> think he saw?
What kind of face did he make? |
| Section 4 | Does Little Raccoon know <u>how</u> the skunk would chase the other raccoon?
What did Little Raccoon think the other raccoon was going to do? |
| Section 5 | Does Mother Raccoon know what Little Raccoon saw?
Does she give him good advice? |

Independent Exercise

exercise

Stories to Study A and B: Page 87

Inferring LESSON 46

Pupils read
STORIES TO
STUDY,
Pages 88-90

In this lesson, further develop the ability to, and the *habit* of, making *justifiable* inferences when reading. Follow the same general procedure as used in the previous lesson.

Have the pupils read the story "Granny Brown and the Circus Animals" in sections as indicated. As each of the suggested questions is answered, have the pupils state the clues the author has given to the answer. You might have them underline words or phrases which guide their thinking.

Questions are designed to have the pupils

- (1) make inferences about story events;
- (2) recognize inferences made by story characters.

Suggested questions:

Section 1	Where did the camel come from? (background knowledge should suggest the circus, and the 'long red coat' confirms it.)
Section 2	How did Granny know that the man wanted a piece of pie?
Section 3	Is the camel lost again? Why did the elephant come with him?
Section 4	Will the animals be pleased with their visit?
Section 5	Why wasn't the animal keeper angry with his animals for running away again? How did Granny know that he liked ginger cookies?
Section 6	Why does Granny think the people are smiling?
Section 7	What made Granny look around? Why were the animals following her? What will her new job be?

Independent Exercise

ON YOUR OWN
exercise

Stories to Study A: ON YOUR OWN, Page 90
Stories to Study B: Page 90

Distinguishing fact, fiction and fancy LESSON 47

In a brief review, have the pupils distinguish between

- (1) stories that tell of events that could really happen ("Running Wolf," "A Doctor Just Like You," "A Rule is a Rule");
- (2) true stories that describe things which really did happen ("Gray Owl and the Beavers," "Place Names in Canada");
- (3) make-believe stories which tell of things that couldn't possibly happen ("The Lady's Room," "Bobo the Bad Little Goat").

Write the following titles on the board and have them classified as stories that *could really happen* or stories that are *make-believe*.

The Brave Little Raccoon
The Naughty Frost Fairy
After the Rain
Granny Brown and the Circus Animals
Billy and the Sandman
The Magic Wishbone

STORIES TO
STUDY,
Pages 85-86

Comment that make-believe stories have many things in them that are true. Have the pupils re-read quickly "The Brave Little Raccoon." Develop two lists on the board, of

Things raccoons really do

eat fish
live in the forest
etc.

Things raccoons don't do

talk
carry stones

STORIES TO
STUDY,
Pages 88-90

Review briefly, the story "Granny Brown and the Circus Animals." Have the pupils look for things in the story which couldn't *possibly* be true. Lead them to realize that, while the events described in the story are *highly improbable*, only the pink baby elephant is *impossible*.

Discuss the classification of the story, helping the pupils to see that the cumulative effect of the improbable events makes the story a fanciful one.

Independent Exercise

exercise

Stories to Study A and B: Page 91

Forming
sensory
impressions

LESSON 48

The purpose of this lesson is to sharpen the sensory images formed when reading. Attention is concentrated on auditory imagery but pupils should also be encouraged to form visual images as they read "Night Sounds." Pupils should recognize the contribution to auditory imagery of

- (1) words that bring the sound to mind (*rustle, crackle*);
- (2) recalling of sounds actually heard in similar situations.

Then ask them to close their eyes and listen closely for one minute. Ask them to identify as many sounds as possible during that time. Suggest that they should "listen" as carefully as they read.

Pupils read
STORIES TO
STUDY,
Page 92

1. Have the pupils read Section 1 of "Night Sounds."
2. Instruct the pupils to listen for the sounds as *you* read paragraph 2 of "Night Sounds."

Talk about the sounds they heard as you read. Bring out

- (1) that we hear "the bark of a dog" by relating it to previous experience with this sound;
- (2) that because of this, different people "hear" different sounds as they read (a yapping puppy, or a baying hound).

3. Have the pupils read Section 2, thinking about the sounds as they do so.

Have several pupils each read orally one phrase from the list of sounds in paragraph 3, Section 2.

As each finishes reading, have the class select the words that were especially helpful in conveying the sound.

4. For the remainder of the story
 - (1) have the paragraph describing the sound read silently. Have the pupils select the words that describe the sound. Read the paragraph *to them*;
 - (2) have the pupils suggest what the noise *might* be;
 - (3) have the next paragraph read and the sound identified;
 - (4) have the pupils imagine themselves in the "awake at night" situation listening to the sound identified and then evaluate the author's description of the sound;
 - (5) repeat the procedure with the next sound.

Independent Exercise

exercise

Stories to Study A and B: Page 93

Recognizing
relationships —
space

LESSON 49

Pupils read
STORIES TO
STUDY,
Pages 94-95

In this lesson, attempt to sharpen the pupils' perception of words or phrases that denote the *place* of story action.

Discuss the title of the story "Peter-Who-Never-Would-Listen."

Have the story read in brief sections. As each section is read have the group consider the following problems.

Section 1

Where is Peter to go? Where must his puppy stay?

Section 2

Where did the puppy get his breakfast?

Where did he go afterwards?

Where was Peter before breakfast?

How do you know?

How big is a school bag?

Section 3

Underline the words that tell

where Peter's mother went first;
 where the puppy was not;
 where the policeman was;
 where the postman will look;
 where the milkman saw a dog;
 where Peter's mother's looked for the puppy.

Section 4

How do you know Peter's school bag isn't empty?

Section 5

Where had the "lost" puppy been?

Recognizing
 relationships —
 space

LESSON 50

The story "A Visit to the Farm" provides opportunities to strengthen the understanding of

- (1) the use of words such as *around*, *over*, *in*, *out* to denote position;
- (2) the distance separating places mentioned in a story;
- (3) the area appropriate for different purposes mentioned in a story.

Pupils read
**STORIES TO
 STUDY,**
 Pages 96-97

It is suggested that you have the pupils read the story in sections as indicated, and in the discussion consider the following:

Section 1

The distance from the school to the farm. (as suggested by the bus; "the long drive.")

Section 2

The places denoted by the underlined words or phrases. (Pupils might construct a blackboard diagram.)

The probable size of the yard. (Pupils should relate this to a familiar area, such as the size of the classroom or play area.)

Section 3

The meaning of the phrase, "between their toes," and the word "pen."
 The probable size of the goose pen (compared with that of the hen yard).

Section 4

The position of the barn, the cow pasture and the pen. (Have pupils make a blackboard diagram.)

Section 5

Add the pig pen to the diagram showing the barn. Compare its probable size with that of the pen for the cow and calf.

Section 6

The places denoted by the underlined phrases. (Use a diagram if necessary.)

Section 7

The meaning of the underlined phrases. (Use a diagram if necessary.)

Independent Exercises

Stories to Study A and B:

ON YOUR OWN
 exercise

1. ON YOUR OWN, Page 97
2. Pages 98-99

Noting
details

LESSON 51

Use the selection "Snow."

Have sentence 1, paragraph 1, read aloud. Ask the pupils what kind of information they expect to find in this paragraph. Have them read the paragraph, looking for details to support their prediction. Refer to the topic sentence and note that details in a paragraph should relate to the main idea expressed in this sentence.

Pupils should discover the sentence that is not relevant (the fourth one). You may wish to list details as the pupils find them, have the list read aloud, and discuss the relevance of each item to the main idea.

As a variation pupils could number the relevant details and underline the irrelevant statement.

Have the paragraph read aloud, first as written, second omitting the irrelevant statement.

Have the pupils listen for the relationship of the ideas, the "fit" of each sentence in the whole paragraph, and the contribution which it makes to the main idea.

Follow the procedure suggested above, in each of the paragraphs in "Snow."

Independent Exercise

Stories to Study A and B: ON YOUR OWN, Page 100.

distinguishing
between
relevant and
irrelevant

Pupils read
STORIES TO
STUDY,
Page 100

ON YOUR OWN

Noting
details

LESSON 52

Distinguishing between relevant and irrelevant information in different subjects is difficult for children. Several simple exercises in various subjects have been provided as teaching material for this lesson. This early introduction should help pupils to become careful, discriminating readers of content material.

Have the first selection read aloud. Ask pupils which piece of information was *not* necessary in order to solve the problem. Point out key names in the final sentence that serve as clues. Have sentences 1 and 3 read aloud. Ask for the solution. Pupils will see that sentence 2 was not needed.

Find the irrelevant statement in *selection 2* in the same way.

Have *selection 3* read aloud. Ask pupils to list the details given in the paragraph. Discuss the way in which each detail helps to build up a complete idea or picture. Have pupils decide which statement does not do this and why it doesn't. Have the pupils make up a similar paragraph beginning "Carl lives in Manitoba." Then show them how a statement inserted about Prince Edward Island would be irrelevant.

In *selection 4* have the list read and irrelevant statements underlined. Have pupils focus on the introductory sentence in determining irrelevant statements.

In *selection 5* have the first two sentences read and discuss the probable content of the paragraph (the steps in an experiment to show that plants need light, heat and water).

Have each statement which follows read aloud. After each, ask pupils if the sentence adds something to the main idea. In this way they will discover the irrelevant details.

Independent Exercise

Stories to Study A and B: Page 102

distinguish
between
relevant and
irrelevant

Pupils read
STORIES TO
STUDY,
Page 101

in arithmetic

in social
studies

in health

in science

exercise

LESSON 53

STORIES TO STUDY, Page 80
--

Use the selection "Signs of Spring," in Lesson 43.

Review the procedure used in Lesson 37 in making an outline — title, main idea for main headings, supporting details for sub-headings. You may wish to have them refer to pages 69-71 in Stories to Study.

After a brief review, have pupils use the selection "Signs of Spring," to give you the correct information that you can write on the board in outline form.

Guide the making of the outline by asking questions such as the following for paragraph 1.

What is the main idea? (It gets warm.)

What details in the paragraph tells us that it is warm?

Your outline so far should look something like this:

Signs of Spring

A. It gets warm.

1. snow is gone
2. sun is hot
3. heavy clothes too warm
4. schoolroom windows are open

Follow the same procedure with each of the remaining paragraphs.

Independent Exercise

exercise

Stories to Study A and B: Page 103

LESSON 54

STORIES TO STUDY, Page 100

Use the selection "Snow" in Lesson 51.

Have pupils recall the irrelevant statements in the selection. Find them, and draw a line through each one.

chalkboard
outline

Follow the procedure used in Lesson 53. Encourage pupils to give brief statements, and to observe correct format.

using the
outline

On completion of the outline ask pupils to use the outline as a guide, and to tell the class, in complete sentences, the content of the paragraph.

For variation each student could choose one section of the outline and following it, write a paragraph. The written paragraphs could then be read aloud and their relationship to the outline discussed.

Independent Exercise

exercise

Stories to Study A and B: Pages 104-105

LESSON 55
GROUP A
 Pupils read
STORIES TO
STUDY A,
 Pages 107-108

The purpose of this lesson is to make pupils aware that, in predicting events in a story, we use our own background of knowledge as well as what we read. Discussion of the pupils' answers is important in achieving the purpose.

Have the story "The Bear that Moped" read by sections. Following the reading, have the question at the end of each section answered. (It is suggested that pupils use a piece of paper to cover subsequent parts of the story; all value of the lesson will be lost if pupils read ahead.)

Section 1

Discuss with the pupils how they arrived at their answer. They should note that (1) the information in the story, and (2) their own experience, enabled them to predict Mr. Blooper's answer.

Section 2

Following the reading, have pupils (1) check their previous prediction. They should note that, while they might have used different words, the idea expressed was essentially the same; (2) make a new prediction in response to the question. "Where is Mr. Blooper going?"

Section 3

Following the reading, have pupils

- (1) check their prediction
- (2) predict what will happen.

Discuss the prediction, pointing out that the story doesn't give us any clues, that we are dependent on our previous knowledge of bears and honey.

Section 4

Following the reading, have pupils

- (1) check their prediction
- (2) make a new prediction.

Section 5

Following the reading, have pupils

- (1) check their prediction
- (2) predict what will happen.

Discuss the prediction, pointing out that the story does not give us particular clues to guide us but that we are beginning to get the feeling that Louie is beyond help. (Pupils might list the things that Mr. Blooper says he has tried.)

**Sections 6
and 7**

Following the reading of each section, have pupils

- (1) check their prediction
- (2) make a new prediction

Section 8

Read and check the last prediction.

Independent Exercise**exercise**

Stories to Study A: Page 109

GROUP B
 Pupils read
STORIES TO
STUDY B,
 Pages 107-108

Have the story "Alfred Said No" read in sections. At the end of each section have the pupils answer the question.

As they read the next section, have the prediction checked. This selection was chosen for this lesson because in many cases the outcome is in part unexpected — and so the importance of checking carefully is emphasized. For example, in Section 4, "Dad" would, of course, be annoyed, but the fishing trip is unexpected.

In each case, discuss with the pupils how they arrived at their answers; when they are wrong, discuss *why* they made an error. Be sure that inaccurate predictions resulting from insufficient information are not confused with errors resulting from misinterpretation of the facts. For example, after reading Section 2, pupils might, based on their own experience, expect Alfred to say "Yes" but after the pattern has been set, they shouldn't make this mistake.

Independent Exercise

exercise

Stories to Study B: Page 109

Predicting
outcomes

LESSON 56

In previous lessons pupils have had experience predicting story outcomes when their predictions were based on the content of the story read and their knowledge of similar situations.

In this lesson, pupils are expected to use as an additional clue, the *literary form* of the story. Your pupils have no doubt had experience with the cumulative folk tale and will be able to use the familiar pattern to guide their predictions. Do not expect an understanding of the literary technique, but merely a recognition of the repetitive pattern.

GROUP A

Pupils read
STORIES TO
STUDY,
Pages 110-111

Use the story "The Old Woman and Her Breakfast."

Pupils should also indicate an understanding of the story content by recognizing that the foolish old woman can be expected to behave foolishly.

Have the story read in brief sections as indicated. After each section is read, instruct the pupils to pay particular attention to the underlined word or words, and answer the suggested question.

After the first incident with the horse, the sentence "But the _____ would not," or "And the _____ did," is omitted in the pupils' practice book. Have the pupils decide what this sentence should be, and write it in the space provided.

Suggested questions:

- | | |
|-----------|-----------------------------|
| Section 1 | What did the old woman cry? |
| Section 2 | What will the old woman do? |
| Section 3 | Will she get an egg? |
| Section 4 | Will the hen take her? |
| Section 5 | Will the bird do it? |
| Section 6 | Will she get her sticks? |
| Section 7 | What will she answer? |
| Section 8 | What will the boy do? |

Independent Exercise

exercise

Stories to Study A: Page 112

GROUP B

Pupils read
STORIES TO
STUDY B,
Pages 110–111

Use the story "Silly Jack."

Pupils should indicate an understanding of the story content by recognizing that Silly Jack can be expected to act without thinking.

Have the story read in brief sections as indicated. At the end of each section, use the questions suggested below to have the pupils predict the next event.

When the following section has been read, have the predictions checked. Discuss their answers with the pupils. Pupils will probably predict incorrectly the instructions Jack's mother will give (for example, to carry the jug on his head). Be sure they realize that they had the right idea but that customs have changed since the story was written.

Section 1	What do you think Jack will do? Do you think he will be pleased about going to work?
Section 2	What will Jack's pay be?
Section 3	What will Jack's mother tell him?
Section 4	How will Jack carry the butter home?
Section 5	What will Jack's mother tell him?
Section 6	How will Jack carry the cat home?
Section 7	What will his mother tell him?
Section 8	What will Jack's pay be? How will he get it home?
Section 9	What will his mother say?
Section 10	How will Jack get the donkey home?
Section 11	What do you think will happen?

Following the lesson, read the entire story to the pupils.

Independent Exercise

exercise

Stories to Study B: Page 112

Understanding
sentence
meaning—
precise word
meaning

LESSON 57

Write this sentence on the board:

"He used to walk along the trapeze rope using an umbrella for balance."

Discuss the use and meaning of the underlined words used, using.

—"used to" tells that it happened in the past.

—"using" indicates that the umbrella was a necessary part of the equipment and that someone made use of it to help in the act.

Write the following on the board:

"He used to walk."

"He used it to walk."

Discuss the change in meaning when the one word *it* is added to the sentence. Emphasize the need to read each word carefully when using context to determine word meaning, as a single word can change the meaning.

Pupils read
STORIES TO
STUDY,
Page 113

Tell pupils that the first sentence is from a story about a circus mouse named Gillipoo. Use Section 1 of this story for this lesson and Section 2 for the following lesson.

Section 1

Let the pupils read Section 1 silently; then discuss each of the words underlined in the story in the Sourcebook (following Lesson 58). Focus attention upon (1) details within the context that provide meaning clues; (2) the "sense in the sentence" test for correct meaning.

Some points for discussion are provided. However the background experience of your group will determine the way in which you conduct the discussion.

feet

What does the word mean? How do you know that it refers to measurement rather than to a part of your body?

ground

What is another meaning for ground? Why wouldn't it be suitable here?

fall

What other word could you use instead of fall? What parts of the sentence help you to understand the meaning of fall? What other meaning can fall have?

trunk

What other meaning could trunk have in a circus story? Did Gillipoo really "live in and out of a trunk?" What did go in and out of the trunk? Why couldn't Gillipoo live in the trunk all the time?

bulb

Where do you usually see a bulb? Draw the clown's nose. Did Gillipoo put a real bulb on the clown's nose? Why was it called a bulb?

show

"In a circus different people perform special acts." Does this sentence give you ideas of words you could use for "show?" (acts, performance).

watch

How do you know that this watch doesn't mean something to tell time by?

Independent Exercise

exercise

Stories to Study A and B: Page 114

Understanding
sentence
meaning—
precise word
meaning

LESSON 58

STORIES TO

STUDY, Page 113

give it a go

Use Section 2 of "Gillipoo" (see preceding lesson).

Follow the procedure suggested in Lesson 57.

These are the words and possible points for discussion:

What is the circus manager really asking Gillipoo to do?

What word would we be more likely to use than go?

tights

Discuss Gillipoo's costume of cape and tights. Point out that if you knew what a cape was you could tell what part of his body was left uncovered and thus could conclude that *tights* referred to a garment that covered the lower half of the body. Past experience would have to tell you what kind of garment. Relate the words used in this way to the more common meaning of *tight*. Why is this garment called "tights"?

match

What is the meaning of match as used here? Does this word have other meanings? How did you know which meaning to choose? (*lit* a match)

landed

What is the root word of landed? What other meaning does land have? How did you know what landed meant in this sentence? What other things land? (airplanes, parachute jumpers)

loves

What other word could we use for loves in this sentence? Why did the author use loves instead of likes?

The story is reprinted here with the words underlined for your convenience.

GILLIPOO

1. Gillipoo was a circus mouse. He liked riding elephants and waving flags. He loved parades and the funny noises the animals made.

He used to walk along the trapeze rope using an umbrella for balance. Of course, the rope was only stretched two feet above the ground, but then you must admit that's a long fall for a mouse!

Gillipoo was a circus mouse. He lived out of a circus trunk— in and out of a circus trunk. And Gillipoo liked to work in the clown tent, helping the clowns put on their makeup. Every day before the show in the big top, Gillipoo put the red bulb on the end of the clown's nose. And he took it off again every day after the show. Gillipoo loved all these circusy things; but, best of all, he loved to watch the man-being-shot-out-of-a-cannon.

2. One day, the circus manager came to Gillipoo. "The man who gets shot-out-of-a-cannon is sick. How be you give it a go?"

Gillipoo's heart fell into his shoes, flopped over, and lay still.

"My gosh, Mr. Circus Manager," he said, "have you asked anybody ELSE about doing it?"

"Nope, you're the only one who can do it, Gillipoo!"

"My gosh, Mr. Circus Manager!" said Gillipoo, gulping.

And that was how it happened. That afternoon, Gillipoo climbed into the cannon. He was wearing orange tights and a purple cape. He was also wearing a very scared face.

The crowd was excited. A mouse-shot-out-of-a-cannon was something nobody had ever seen.

Gillipoo was a circus mouse. He loved all the circus things. But he wasn't at all used to being shot-out-of-a-cannon and he really didn't think he'd like it.

The man lit a match, the crowd roared with excitement, and the cannon went off! Up, up went Gillipoo, straight for a cloud, his purple cape flapping behind him. Down, down came Gillipoo, straight for the ground! And then... he landed on the trampoline. And he liked it. He bounced and he laughed and he bounced some more.

Now, Gillipoo is a circus mouse. He likes riding elephants and waving flags. He loves parades and the funny noises the animals make.

And best of all, he loves being shot-out-of-a-cannon.

Independent Exercise

exercise *Stories to Study A and B: Page 115*

Understanding
sentence
meaning—
picturesque
language

LESSON 59

Pupils have had experience in forming different types of imagery and in determining how the use of specific words and sentence structure provides the basis for the picture formed in the reader's mind.

For this lesson a story is provided which offers examples of picturesque language. Through examination and discussion of these examples pupils should realize that the author's choice of descriptive words and sentence structure (1) influences the mental picture that the reader forms in his mind, and (2) enables the reader to distinguish fine shades of meaning in descriptive parts of a story.

Pupils read
STORIES TO
STUDY,
Page 116

Have "Surprises in the Park" read in sections as indicated. Questions are suggested for each section. Have two or three pupils answer each question and let the class as a group discuss, in each case, (1) how the author's choice of descriptive words and/or sentence structure influenced the mental picture that they formed, and (2) if, and how, the author's choice of words (a) helped in understanding the meaning of the phrase or sentence (b) made the story more interesting.

The picturesque phrase precedes the question.

Section 4

- made little pushing sounds in the snow
- darkness crept over the round earth
- houses began to gather up the dark
- moon made a wide path of light

Independent Exercise

exercise

*Stories to Study A: Page 119***GROUP B**

Pupils read
STORIES TO
STUDY B,
Page 118

A selection of Mother Goose rhymes and familiar poems will be used in this lesson. Direct pupils' attention to interesting words or constructions. Treat poems individually. Do not feel it is necessary to use all the poems in one lesson.

Read each poem to the class. Discuss it briefly. Have the pupils read the poem silently to find the details to support their ideas.

THE SQUIRREL

- How does the poet show how fast the squirrel moves?
- Which words tell how he looks?
- How do you know the squirrel cracks nuts easily?

THE GRAND OLD DUKE OF YORK

- How do you know the duke had a big army?
- What did he make the men do?
- How do you know he went all the way up and all the way down?

THE WIND

- How does the wind sound?
 - How does the sea sound?
 - What words help us to hear them?
 - What is happening in the orchard?
 - What is the poet worried about?
- (Read the poem while the pupils listen to picture the storm.)

SPRING IS SHOWERY.....

Relate the choice of words to the seasons.

CATKIN

Discuss the effectiveness of comparing the pussy willow to a real cat.

Independent Exercise

exercise

Stories to Study B: Page 119

Recognizing
relationships—
analogous

LESSON 61

Selection 1:

Pupils read
STORIES TO
STUDY,
Page 120

1. Have the pupils read the selection silently. Ask what Jerry meant when he said, "What a beautiful day!" Have several pupils show *how* he probably said it. Bring out the fact that we don't always say *directly* what we mean — that our voice can influence the meaning of the words.

2. Comment that authors often don't write *directly* what they want to say; that they expect us to think about the words they write and find out what they *really* mean.

Have the pupils find two other phrases in the selection that don't mean what they might seem to at first. Discuss why such expressions as "in sheets" and "lakes on the sidewalk" are appropriate.

Selection 2:

1. Have the pupils read the paragraph and answer Johnny's question.

Selection 3:

1. Read the poem to the pupils. Then have them read it silently. Discuss the three pictures the author has presented.
2. Have the pupils state parts in matter-of-fact language (for example, There are piles of snow on top of the fenceposts) to bring out the effectiveness of the author's words.

Selection 4:

1. Have the pupils read the poem. Discuss the author's use of "sheep" and "hill." Have the pupils decide if this is an effective description.
2. Consider the title of the poem. Have the pupils decide whether this is a good title; and whether "White Sheep" might also be considered a good title. Some pupils might be able to compare the effectiveness of the two.

Independent Exercise

exercise

Stories to Study A and B: Page 121

Recognizing
relationships—
analogous

LESSON 62

In the previous lesson pupils were asked to recognize analogies within longer passages. In this lesson the whole story is considered in this light. The author tells a story about mice — but describes a problem we all face.

1. Have the pupils read Section 1 of "The City Mouse and the Country Mouse." Discuss the meal the mice had in the country. Point out that it was plain but nourishing.

Compare it with the meal the city mouse describes.

Have the pupils suggest comparable meals in their own lives (as hamburger or chicken for dinner).

Discuss how it must seem to the country mouse to think of having cake and cheese every day.

Have the pupils suggest a comparable situation (as having Christmas dinner every day).

2. Have Section 2 read silently. Discuss the probable feelings of the country mouse. Bring out (a) his obvious enjoyment of the treats, and (b) his fright.

Pupils read
STORIES TO
STUDY,
Page 122

3. Have Section 3 read silently. Consider the choice the country mouse had to make between plain food and peace, and fancy food and danger.

4. Ask: "What did the country mouse learn from his trip to the city?"

Accept such answers as:

to be happy with what he has;

home is the best place;

things aren't always as good as they look.

5. Ask: "What can we learn by reading the story?"

Guide pupils to see that the same things apply in our lives.

Forming sensory
impressions

LESSON 63

The purpose of this, and the following lesson, is to teach the pupils to form more vivid sensory images as they read. In this lesson the emphasis will be placed on visual imagery but instruction need not be limited to this.

Pupils read
STORIES TO
STUDY,
Page 123

Pupils should be encouraged to enjoy the ridiculous pictures in the story, "The Elephant on the Bus," and to appreciate that each person will visualize the scene differently.

Follow the reading of each section with a discussion that clarifies the visual images. Recognize that some pupils will visualize a scene that they hesitate to describe in words. Encourage this, for the skilled reader, as he reads, enjoys a series of changing mental pictures which he does not, and which he is not expected to, describe in his own words.

However, some discussion is essential to develop an *awareness* of the images that can be evoked by the written word, and the way in which the reader combines the author's words and his own experience to form sensory images.

Suggestions to guide the discussion of each section follow. As suggested questions are answered, have the pupils support their answers.

Section 1

Ask: "How did the bus driver look when the elephant got on the bus?"

(In support of their answers, pupils might refer to the driver's flat refusal at the beginning, his stuttering, their recognition of the ridiculous elements in the situation.)

Have the second sentence read orally. Have the situation pantomimed to portray the *man's* reaction.

Section 2

Draw attention to the use of the word "scroonched." Then have the pupils close their eyes and picture the elephant.

Section 3

Have the pupils close their eyes and picture the woman's hat. Then have several describe it.

Section 4

Ask the pupils to imagine how the feather would feel tickling their noses.

Have them picture the elephant's consternation as he looks for a way out of his predicament and then all pantomime his behavior.

Section 5

Before the pupils read this section, instruct them to picture the feather jiggling up and down, and as they read, try to imagine how it feels to the elephant. (Don't be surprised if this causes some of your pupils to sneeze!)

Section 6

Have one pupil pantomime the movement from the "scroonched-up" to the "spread out" position.

Have each pupil describe one person on the bus, with his inappropriate headgear.

Have two pupils dramatize the scene between the penitent elephant and the irate bus driver.

Independent Exercise

exercise

Stories to Study A and B: Page 124

forming sensory
impressions—
auditory

LESSON 64

In this lesson, emphasis will be placed on *auditory* impressions, but instruction will not be limited to these.

Attention should be directed to the apt use of words to convey sounds or pictures.

Have the story "Blackie's Lesson" read in sections.

Pupils read
STORIES TO
STUDY,
Pages 125-126

Section 1

Have the pupils describe Blackie. (Be sure they use the clues given--his name and his age)

What four sounds is Blackie tired of? (Have pupils underline the words that suggest the sounds: *squeaking, meowing, lapped, purring.*)

Section 2

Have the pupils describe the garden. (*White rose, long grass* give clues, but pupils must draw on their own experience. Be sure they are aware of doing this. Encourage diversity of ideas.)

Have pupils close their eyes and picture Blackie and the bee. Then have a pupil pantomime Blackie's actions; have another imitate the bee's buzzing, showing the change when the kitten hits at it.

Section 3

Have the pupils recall their own experience standing on hot sand, or on hot pavement, in their bare feet. Have them pantomime Blackie's actions as described in the first paragraph.

Have pupils tell what David would have heard if he'd been in the front yard. Have the words which suggest sounds underlined.

What words tell how fast Blackie moved?

Section 4

What sounds did Blackie hear in the woods?

What did she see?

Have a pupil pantomime Blackie's behavior with the porcupine.

Read Section 4 to the pupils. Instruct them to listen and imagine they are in the woods with Blackie.

Section 5

What sounds make Blackie happy now?

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 126



Throughout the first grade program pupils were expected to read orally during their guided reading lessons. Some ability in oral reading can be expected as a result of this directed activity and incidental teaching throughout the school program. However if children are to attain a high level ability as oral readers, a carefully organized developmental program of oral reading skills is essential. A series of oral reading lessons has been included in the Level Four program to *teach* skills basic to good oral reading. Pupils should be guided to practise these skills in *all* oral reading situations.

Vital to the success of an oral reading program is pupil awareness of the *purpose* of oral reading. The only justifiable reason for reading orally in a group situation is to convey an idea to other members of the group. For this reason the suggestions for oral reading as part of guided reading lessons have provided, as far as possible, for an audience situation. At times these may seem rather contrived, but the child who reads to show where *he* found the answer to a question, how *he* feels a character spoke, what *he* thought was most exciting, etc. is contributing his personal interpretation of the situation for his audience's evaluation. The teacher who fails to provide an audience situation for oral reading should hold herself responsible for any dull, monotonous performances.

LESSON 65

Oral reading—
reader's
responsibility
to his audience

Purpose of
reading orally

Basic to good oral reading is acceptance by the reader of his responsibility to his audience. The objective of this lesson is to develop an understanding on the part of the pupils that the purpose of oral reading is to convey a message to an audience.

The purpose of the message may be to provide information or entertainment.

To clarify this concept have pupils suggest situations where people read orally. List these on the board. Then discuss the reasons *why*, in each case someone reads orally.

For example:

The teacher reads an announcement from the school nurse.

The TV newscaster reads the news report.

Mother reads her grocery list when telephoning her order.

Ann's older brother reads the directions for playing her new game.

Standards of
oral reading
performance

Pupils must recognize that oral reading must meet certain standards if the audience is to enjoy and understand it. Choose a short story to read to your class and demonstrate the things that a good reader *does not do* as:

- (1) read very quickly;
- (2) read very slowly;
- (3) stumble over words;
- (4) repeat sentences;
- (5) read too quietly (lower your voice at key points);
- (6) read in a monotone.

Have your pupils criticize the reading from the audience's viewpoint, and develop a list of simple standards for oral reading. This list should meet the needs of your class and will include such points as:

1. Read so that everyone can hear you.
2. Be sure you know all the words.
3. Read about as fast as you talk.
4. Speak like the people in the story.

(It is suggested that these be posted in chart form for future reference.)

Through discussion bring out that to attain these standards it is essential that the selection be read silently and considered thoughtfully before it is read aloud. (For example, to read a conversation, it is important not only to know the words but to know how the person felt as he said them.)

In conclusion discuss briefly the audience's responsibility to the reader.

Oral reading LESSON 66

Review briefly the ideas presented in Lesson 65 emphasizing:

- (1) the purpose of oral reading is to give a message to an audience;
- (2) class standards have been established and should be adhered to in all oral reading situations;
- (3) careful preparation is necessary for good oral reading.

The objective of this lesson is to teach the pupils to use (a) punctuation, and (b) descriptive verbs as guides in reading conversation.



Pupils using *Stories to Study B* may need some help in identifying the verbs. Do not hesitate to supply the word. The important skill in this lesson is the *oral* interpretation of the word.

Write on the board:

"I fell off my bike and skinned my elbow," said Gary.

Review briefly the meaning of the quotation marks.

Discuss the significance of the word *said*, bringing out that it usually indicates a rather matter-of-fact speech. Have the sentence read orally to demonstrate this.

Replace *said* in the above sentence with *sobbed*
explained
cried
replied
called

Discuss what each word adds to the situation and how this would be reflected in the oral reading of the sentence. As pupils demonstrate, encourage classmates to *criticize constructively*, using the class standards as a guide.

Repeat the procedure with the following sentences:

“There’s our new teacher,” pointed Judy.
whispered Judy.
exclaimed Judy.
said Judy.

“I want to go too,” said Johnny.
sulked Johnny.
shouted Johnny.
coaxed Johnny.

Follow a similar procedure with these sentences, focussing attention on the importance of the punctuation mark.

“I can have that book.”
“I can have that book?”
“I can have that book!”

“Joe can’t swim.”
“Joe can’t swim!”
“Joe can’t swim?”

“Dad said we could go.”
“Dad said we could go!”
“Dad said we could go?”

Have the pupils turn to the story, “Peter’s New Tent” (Pages 20-21, *Stories to Study*).

- (1) Discuss the steps to be followed in preparing to read Section 3 orally.
- (2) Have the whole section read silently.
- (3) Have the pupils **re-read the section silently and underline**
 - (i) words (*said, whispered, shivering*, etc.), and (ii) punctuation marks which would help them to read each speech correctly.
- (4) Discuss these.
- (5) Have pupils demonstrate how various speeches should be read. The reading of each should be constructively criticized by the class.



Remember that over dramatization provides as poor an interpretation as reading in a monotone. Strive for a natural performance.

In conclusion, one pupil may read Section 3 in its entirety. The rest of the class should not have books open. They are the audience and should practise good listening habits.

Independent Exercise

exercise

Stories to Study A and B: Page 35

Oral reading
— sensory
impressions

LESSON 67



Review briefly the ideas presented in Interpretation Lesson 65. Stress the reader's responsibility to communicate the author's ideas to his audience and the responsibility of the listener to attend to what he is reading.

List on the board standards set by the class (or review those previously established if they were listed on a permanent chart.)

The purpose of this lesson is to have children improve their ability to convey sensory imagery as they read orally.

STORIES TO
STUDY,
Pages 51-52

Recall briefly the story "The Magic Wishbone."

Have pupils re-read Section 2. Emphasize the need to understand the story and see its pictures clearly before reading it orally.

Discuss William's probable appearance (posture, facial expressions, etc.) as he thought about his wishes. Ask them to imagine that William was "thinking" his wishes aloud, and decide how he would say each.

Have different pupils say each wish. Discuss how the tone used, words emphasized, etc. help to convey the picture to the listeners. Have key words underlined in the practice books. (As *tall* as a *mountain*.)

Have several pupils read the list of wishes. Be sure that the "audience" has a reason for listening. Following each reading, guide the audience in offering *constructive* criticism.

Treat sections 3, 4, and 6 in a similar manner, but in each consider the first and second paragraphs separately. Then have the pupils compare the tone William used as he contemplated his wish and as he discarded it. Discuss how the reader's tone of voice helps the audience to picture the incident.

Activity

As a follow-up to Interpretation Lesson 29, it was suggested that each pupil write a description of what he wished for. Have the pupils re-read these silently, underlining key words and then read them orally to their classmates.

Oral reading
— sensory
imagery

LESSON 68

Use the story "The Naughty Frost Fairy." (Interpretation Lesson 30.)

STORIES TO
STUDY,
Pages 54-56

In your introduction to this lesson, stress that a story must be thoroughly familiar before it is read orally to others. Again attempt to develop a realization that the reader himself must see the pictures in the story before he can read so that others will see them.

Follow generally the same procedure as was used in the previous lesson. For example:

Have Section 1 read silently. Ask a pupil to describe the scene. Discuss the important points a reader would want his listeners to understand. (for example, *new* frost fairy; *five hundred* pots of paint; get to work *soon*)

Have several pupils read the section orally and the audience offer constructive criticism. Again, *avoid exaggerated effects*.

Continue in the same manner with Sections 4, 5, 6, and 7. In these sections emphasize that the reader's tone of voice is important in conveying the picture and the feelings of the characters; (for example, it could suggest how ridiculous yellow paint would look on a sleepy old owl).

Activity

Following the class discussion and subsequent oral reading of "The Naughty Frost Fairy," have each pupil choose a favorite section from among the stories already used for Interpretation Lessons, and prepare it for oral reading to the class.

Oral reading **LESSON 69**

Review briefly the ideas presented in Lesson 65 emphasizing:

— factual
material

- (1) the purpose of oral reading is to give a message to an audience;
- (2) careful preparation is necessary for good oral reading;
- (3) class standards for good oral reading should be adhered to in all oral reading situations.

The objective of this, and the following lesson is to teach pupils to read factual material orally.

Frequently children, accustomed to more dramatic story material, read factual material poorly because (1) they try to read it with the same dramatic tone as they would use to make a conversation sound "real," or (2) they read the selection in a monotone.

To avoid these difficulties, discuss the selection to be read with the pupils and have them note the interesting points that should be communicated to an audience. Have them find the important words which should be emphasized. Concentrate attention on the meaning of the selection.

Pupils read
STORIES TO
STUDY,
Page 106
(sections 1, 2, 3)

Use the following procedure with each of the selections.

- (1) Have it read silently.
 - (2) Discuss the important ideas presented.
 - (3) Have each pupil underline what he considers the key words.
 - (4) Emphasize the importance of reading clearly and distinctly.
Pupils might relate these selections to material read to them during science lessons and recognize the importance of understanding correctly what is presented.
 - (5) Have several pupils read each selection orally. Following each reading, have the performance constructively criticized.
-

Oral reading **LESSON 70**

— factual
material

Pupils read
STORIES TO
STUDY,
Page 106
(sections 4, 5, 6)

1. Review the ideas presented in the previous lesson.
2. Follow the procedure suggested in the previous lesson with the selections.
3. Have each pupil choose a paragraph from one of the following selections in *Out and Away* and prepare it for oral reading.

Clouds

The Air We Breathe

Making A Ruler Hum

Oral reading LESSON 71

— fanciful
material

1. Review briefly the purpose of oral reading and the standards of good oral reading set up by the class.

2. Review briefly the steps in preparing a selection for oral reading.

- (1) Read it silently.
- (2) Be sure you know how to pronounce all the words.
- (3) Be sure you understand the ideas.

3. Tell the pupils that sometimes we read orally to tell people something we want them to know, but that sometimes we read them a story that we think will be fun for them and fun for us.

4. Suggest that when we are reading a story "for fun" we should enjoy it, as well as understand it so that our audience will enjoy it too.

5. Have the pupils recall the story "The Elephant on the Bus." Have Section 1 re-read silently.

Point out that when reading that section orally it is very important to show the audience how each person spoke.

Discuss how the speaker *feels* each time he speaks.

Have pupils read each speech. After each have the class evaluate the reading.

6. Point out that, in the rest of the story, the important thing is to have the audience *see* how silly everyone on the bus looked.

Have the pupils read each subsequent section silently and underline the words that help them to see the pictures.

7. Ask several pupils to read the sections orally. Evaluate *constructively* each performance.



Avoid overly dramatic interpretations.

8. It was suggested in Lesson 63 that each pupil write a description of one of the people on the bus. Have each prepare his own writing to read to the group.

Oral reading **LESSON 72**

— fanciful
material

Pupils read
STORIES TO
STUDY,
Page 127

1. Review briefly the concepts of oral reading presented in the previous lesson.
 2. Tell the pupils that they are going to read orally a poem that tells a story. Have them state the steps necessary to prepare it for oral reading. (See previous lesson.)
 3. Present the title "Two Little Kittens" and introduce the words *quarrel* and *seized*.
 4. Have the pupils read the poem silently, and ask one pupil to tell *briefly* what happened.
 5. Consider in each stanza:
 - (1) the idea expressed, the mood;
 - (2) the feelings of the characters;
 - (3) key words;
 - (4) word recognition difficulties.
 6. Following the discussion of *each* stanza, have it read orally by several pupils. Have each reading constructively evaluated.
 7. Have one of the better readers read the entire poem.
 8. As a follow-up activity, one pupil could read the entire poem while others pantomime the actions of the characters.
-

Oral reading **LESSON 73**

— fanciful
material

Pupils read
STORIES TO
STUDY,
Pages 127-128

Follow the same procedure as suggested for the previous lesson as pupils read the familiar rhyme "The Three Little Kittens."

In the discussion bring out the probable feelings of, and the resultant tone of voice used by, the speakers in each situation.

As a follow-up activity the poem might be read in parts by five pupils acting as: narrator, mother cat, three kittens.

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- * **Note:** The selections for 45 of these lessons are available on records in the Gage Listening Program — available from the publishers.

LESSON 1

Purpose: to teach pupils to:
listen and find the main idea.

Suggested Procedure: 1. Review briefly the concept of the main idea. (This should be related to the interpretation lessons for Block 86.)

2. Direct the pupils to listen to the poem and tell in one word what it is mostly about. (Read the poem *without the title*.)

3. Direct the pupils to listen to the poem again and find out as many things as possible about the picnic. (You may want to list the details on the chalkboard.)

4. Consider the pupils' answers to (2) and (3) above and elicit a statement of the main idea ("Picnics are fun").

5. To check pupils' understanding of the poem, ask what detail in the poem does *not* support the main idea.

6. Re-read the poem.

Poem:

A PICNIC

We had a picnic.
We had buns.
We had wieners —
big fat ones.
We had wieners
on a stick . . .
Mother told us:
"Don't be quick,
Turn your wieners
front and back,
cook them slowly
till they crack."

We had cookies
and lemonade.
Beth saw a bee
and got afraid.
I dropped a pickle
in the dirt,
but I washed it off
so it didn't hurt.
We had a picnic.
Was it fun!
NOW all we want
is another one!

Aileen Fisher

LESSON 2

Purpose: to teach pupils to:
find the main idea of a descriptive narrative.

- Suggested Procedure:**
1. Direct pupils to listen for the main idea as you read Section 1 of "William." Remind them that when listening for main ideas we think about the important things that happened instead of trying to remember all the small details.
 2. Question to establish the sequence of events in the first section as:
 - (a) William found the beetle.
 - (b) He picked it up and admired it.
 - (c) He put it in a jar.
 - (d) William watched the beetle for a long time.
 3. Have the pupils consider this sequence and establish the main idea of Section 1: *William is fascinated by the beetle.*
 4. Direct the pupils to listen closely as you re-read Section 1 and note the details that support the main idea as stated. You may wish to discuss some of these.
 5. Direct the pupils to listen for the main idea as you read Section 2. (Have a pupil describe the nature of the listening required.)
 6. Establish the sequence of events:
 - (a) William heard the girls come into the yard.
 - (b) The girls looked at the beetle.
 - (c) The girls thought it an ugly, horrible thing.
 7. Establish main idea of Section 2: *The girls think the beetle is horrible.*
 8. Follow the same procedure as described for Sections 1 and 2 to find the main idea of Section 3: *William thinks the bug is shiny, black, and beautiful.*
 9. Discuss the method used to find the main idea of each section (listing the major things that happened and then incorporating them all in one statement).
 10. Guide the pupils to realize that the same approach can be used to find the main idea of the whole story. Repeat the main ideas of the sections and have them combined to form the main idea of the whole: *To William, the beetle is shiny and beautiful; to the girls, it is horrible and ugly.*

- Note:** (a) Each section of this story could be a separate listening experience for your pupils.
 (b) In another lesson you might want to have the pupils listen for details to support the main idea.

Story:

WILLIAM

1. When William first saw the thing on the sidewalk, he thought it was a large, shiny, black button from somebody's coat. Then, as he reached down to pick it up, it twitched a little and six small legs began to wiggle.

He squatted on the sidewalk, watching it struggle to flip right side up. The legs stopped wiggling, finally, and it lay there, quite still.

Carefully, William reached out a finger and touched its shiny, black body. Its legs wiggled again, and when nothing else happened, William closed his fingers gently around it and held it up in front of his face so that he could look at it.

He had never seen anything so black and shiny and beautiful in all his life. He looked at it for a long time and then, with his fingers closed gently around it, he went out to the garage to find a jar for it.

Now and then it wiggled inside his hand, the small legs brushing his palm as softly as tiny feathers. It was the first time he had held anything so small and so alive in his hand and now and then he opened his fingers ever so slightly to be certain it was still there, black and shiny and beautiful.

Finally he found a jar. He carried it to the end of the garden, set it down on the ground, and dropped a few blades of grass and some leaves from a rose bush into it. Then, very carefully, he slipped the shiny, black thing into the jar, so that it rested on the leaves and grass.

William lay there, watching it. Sometimes it flipped over on its back, legs waving; at other times it struggled to climb up the slippery side of the jar. Most of the time, it just sat there watching William watch it.

2. William was lying on the grass, watching his jar through half-closed eyes, when he heard foot-steps on the driveway. He rolled over, saw his

sister and her friends, made a face, and went back to watching his jar.

"What's William doing?" asked one of the girls.

William's sister frowned. "He probably isn't doing anything," she said. "He's just sprawled out on the grass doing nothing."

"It looks to me as if he has something in that jar," said the girl. She walked over to William and bent down to see what he was watching. "Ugh!" she said.

"What's the matter?" asked William's sister. "What's William got in the jar?"

"A bug. A horrible, black, ugly bug," said the girl, pointing.

William sat up quickly and picked up his jar.

The girls crowded close and peered into the jar.

"Oh, William!" said his sister. "It's a beetle. An ugly, black beetle. What are you doing with it?"

"I'm watching it," said William, holding the jar with both hands.

His sister shrugged her shoulders. "I don't know why you want to keep such a horrible thing!" she said, as she turned away.

3. William watched the girls leave without saying anything at all. When he was alone again, he rolled over and looked into the jar.

He dropped in a few fresh blades of grass for the beetle, and watched it crawl across to examine them.

"Ugly, horrible thing," he said, trying out the words the girls had used. They didn't sound right at all.

"Shiny and black and beautiful," said William.

Lorrie McLaughlin

LESSON 3

Purpose: to teach pupils to:
interpret the direct words of the speaker when listening to a story.

Suggested Procedure:

Note: It is important that, as you read, the intonation indicates definitely, *but without exaggeration*: (a) what is direct and what is indirect narration, (b) the emotional response of the story characters to one another, (c) whether the quotation is a statement, a question, or an exclamation.

1. Tell the pupils that you will read a part of a conversation from a storybook. Relate this to their own experiences in reading direct narration. Discuss the clues used by the reader to help him understand conversation. (For example: quotation marks, question marks, the name of the speaker, words such as *shouted, whispered, loudly*, etc.)
2. Direct the pupils to listen as you read the conversation and find out what is being discussed.
3. Question the pupils to establish
 - (a) that two girls are talking.
 - (b) that the tone of your voice indicated what parts of the story were in the exact words of the girls (thus replacing the quotation marks).
 - (c) that you showed with your voice whether you were reading a statement or a question (thus replacing question marks, periods etc.).
 - (d) that in your reading of the speaker's words you interpreted such phrases as "sounded impressed."
4. Direct the pupils to listen as you re-read the conversation and see what clues help the listener to understand conversation. (Pupils should note that the listener has all the same clues as the reader except the punctuation marks, and in addition is helped by the reader's bringing the words 'to life'.)
5. Have two pupils take the parts of the girls and give an oral presentation of the conversation. (Do not expect the exact words of the story.)
6. Re-read the selection.
7. Discuss the differences between listening to an actual conversation and listening to a conversation in a story. Pupils should note that the author has to establish the setting, has to tell who is speaking, how they spoke etc. Therefore it is important for both reader and listener to distinguish the speaker's words from the rest of the story. Guide the pupils to recognize the contribution of both parts.
8. Discuss briefly the implications of this lesson for the pupils' oral reading.

Selection:

At the library Austine had been lucky enough to find two horse books. "I wish I could ride a horse sometime," she said.

"Haven't you ever ridden a horse?" asked Ellen.

"No. Have you?" Austine sounded impressed.

"Oh, yes," said Ellen casually. "Several times."

It was true. She had ridden several times. If she had ridden twice she would have said a couple of times. Three was several times, so she had told the truth.

"Where? What was it like? Tell me about it," begged Austine.

"Oh, different places."

Beverly Cleary

LESSON 4**Purposes:**

to teach pupils to:

interpret the direct words of the speaker when listening to a story;
use the indirect narration as an aid in recognizing the emotional connotations in the direct narration.

Suggested Procedure:

1. Have the pupils recall that when we listen to a story with conversations in it, we cannot hear the quotation marks; we listen to the "ups" and "downs" of the reader's voice to tell us what the story characters say, and how the story characters feel; that we also listen to what the author tells us to find out about what the characters do and think.
2. Tell the pupils that today you will read a selection in which the author lets the story characters do almost all the telling. Direct them to listen to tell how many speakers there are, who they are, and what they are talking about. Read the selection.
3. Discuss the use of such words and phrases as "shouted," "whimpered," "her lips trembling," from (a) the listener's viewpoint; (b) the reader's viewpoint.
4. Briefly discuss the effectiveness of direct narration in bringing a story situation to life.

Selection:

Archie turned from his half-finished airplane and scowled. "Hey! Susie!" he shouted, "that's my very best book about airplanes, and you can't have it if you're going to turn pages like that!"

"Look!" he scolded, "every page is sticky and crumpled at the bottom!"

"Oooh! Archie!" whimpered Susie, her lips trembling.

"Now don't you start to bawl," muttered Archie, "or Mother will be in here after me, and send you to bed."

"Oh, don't be so mean, Archie. I'll be careful. I'm only looking at the pictures. Can't I?" pleaded Susie.

"O.K. O.K.," said Archie, "but you might as well learn how to turn pages so when you go to school next year the teacher won't be after you for making wet, dirty marks at the bottom of every page. Bring the book over here and I'll show you how."

"All right, Archie," Susie agreed, "if you'll put a cushion on that chair for me."

"Come along," chuckled Archie, taking a pillow from the sofa and smacking it down on the chair. "There you are! And don't get my airplane glue all over you," he added.

"I won't, Archie, I won't," promised Susie. "Now show me how to turn pages."

LESSON 5

Purpose: to teach pupils to:
listen for details.

Suggested Procedure: 1. Read the poem for enjoyment.

2. Discuss with the pupils, how they would have to listen to this poem to remember all the things the cook did.

3. Instruct the pupils to listen as you re-read the poem and try to remember all the things that happened.

4. Ask detail questions such as:

- (a) Name the things the cook started with and what she turned them into.
- (b) Have one pupil recall the five things the cook makes.
- (c) Describe the gingerbread man.

5. Re-read the poem while the pupils listen for the kinds of magic mentioned in the poem.

6. Have the pupils close their eyes and imagine they are in the kitchen as you re-read the poem.

Poem:

THANKSGIVING MAGIC

Thanksgiving Day I like to see
Our cook perform her witchery.
She turns a pumpkin into pie
As easily as you or I
Can wave a hand or wink an eye.
She takes leftover bread and muffin
And changes them to turkey stuffin'.
She changes cranberries to sauce
And meats to stews and stews to broths.
And when she mixes gingerbread
It turns into a man instead
With frosting collar, round his throat
And raisin buttons down his coat.

Oh, some like magic made by wands,
And some read magic out of books,
And some like fairy spells and charms,
But I like magic made by cooks!

Rowena B. Bennett

LESSON 6

Purpose: to teach pupils to:
listen for details.

Suggested Procedure: 1. Review the nature of the listening required to note details.

2. Tell the pupils that you will read them a selection about Grandfather Frog and that they are to see how many things they can learn about his life.

3. Ask detail questions such as:

(a) Where did Grandfather Frog live?

(b) When was he born?

(c) What was he called when he was little?

(d) What did he have when he was little that he didn't have when he was grown up?

(e) How did he learn about the people who live around the Smiling Pool?

4. Direct the pupils to listen as you re-read the selection and find *five kinds* of things that Grandfather Frog saw.

Note: In a subsequent language lesson pupils might discuss things which Grandfather Frog may have seen that fall into each of the five categories.

Selection:

GRANDFATHER FROG'S WORLD

Were you to ask Grandfather Frog what he knows about the Great World, he would, if he replied at all, probably say that he knows all about the Great World. Yet in all his long life he never has been away from the Smiling Pool. For him the Great World is in the Smiling Pool, and this he does know all about. Anyway no one else knows more about it.

Grandfather Frog was born there. For over two years he lived wholly in the water, just as the fishes do, for that is the way with baby Frogs. Then they have long tails and no legs and breathe as the fishes do. They are called Tadpoles or Pollywogs, and do not look in the least like Frogs. In those days, while he was growing from a small Tadpole to a very big Tadpole, he spent much of his time swimming about and so he learned all about the Smiling Pool and the people

who live in it all the time, and the people who live in it part of the time. Later, when he had changed to look like the Frog that he really was, he learned to know the people who live around the Smiling Pool, and those who visit it. He knew them and much about them for he saw much and heard much, and what he saw and heard he remembered. The things we see and hear are the things that go to make life for each of us wherever we may be. So perhaps Grandfather Frog was right in feeling that he knew all about the Great World.

Sitting on his favorite big, green lily-pad he saw lovely things happen, dreadful things happen, wonderful things happen, and funny things happen. He saw exciting things. He saw and heard happiness, joy, fear and sorrow. The Great World beyond the Smiling Pool could have shown him nothing different.

Thornton W. Burgess

LESSON 7

Purpose: to teach pupils to:
form vivid visual imagery while listening.

- Suggested Procedure:**
1. Tell the pupils that you will read a poem called "General Store." Direct them to listen to learn why it is called a *general* store. Discuss briefly the "general" idea, and the descriptive line, "There'll be a little of everything."
 2. Have several pupils describe what pictures they saw as they listened to the poem. Discuss *briefly* that different pupils pictured the store differently because (a) they each thought of the stores they knew about; (b) they each remembered different things from the poem.
 3. Ask how the poem helps us to picture a general store with its many different things for sale (by listing an abundance of details).
 4. Tell the pupils to listen as you re-read the poem and pretend that they are going to the general store.
 5. Ask (and encourage diversity in answers):
 - (a) What did you hear as you went into the store?
 - (b) What word helped you to hear the bell?
 - (c) What would you have seen if the storekeeper had opened a drawer to get you something?
 - (d) Suppose you wanted to make a new dress. Tell what you would see in the store.
 - (e) What did you notice hanging from the ceiling?
 - (f) What would you buy?

6. Pupils might enjoy developing a chalkboard sketch of the store.

Poem:

GENERAL STORE

Some day I'm going to have a store
 With a tinkly bell hung over the door,
 With real glass cases and counters wide
 And drawers all spilly with things inside.
 There'll be a little of everything;
 Bolts of calico; balls of string;
 Jars of peppermint; tins of tea;
 Pots and kettles and crockery;
 Seeds in packets; scissors bright;
 Kegs of sugar, brown and white;
 Sarsaparilla for picnic lunches,
 Bananas and rubber boots in bunches.
 I'll fix the window and dust each shelf,
 And take the money in all myself,
 It will be my store and I will say:
 "What can I do for you today?"

Rachel Field

LESSON 8

Purpose: to teach pupils to:
 form vivid visual imagery while listening.

- Suggested Procedure:**
1. Have the pupils recall that as they listened to the poem, "General Store," the words reminded them of things they had seen or heard and so they were able to picture the store.
 2. Direct the pupils to listen to the first two paragraphs of "Uncle Joe's House" to find out what Kim's new house is like.
 3. Have two or three pupils describe the house as they pictured it. Direct the class's attention to the fact that the story details were supplemented (color of the house, furnishings, etc.) but not altered, by individual children, and that each pictured the house differently.
 4. Instruct the pupils to visualize Uncle Joe's house as you read paragraph 3. (Do not ask for an oral interpretation.)
 5. Direct the pupils to listen to the main part of the story so that they can pretend to be Kim persuading a friend to go to Uncle Joe's with him. (Read the rest of the story.)

6. Choose pupils to "be" Kim and have each "persuade" the child who sits next to him by describing one of the wonders of Uncle Joe's house. For example, "Come on out to Uncle Joe's, Jim. We can have lots of fun sliding down the banisters. They're steep and slippery and curved, and there's no bump at the bottom."
7. Re-read the story. Direct the pupils to listen for any of the games that were forgotten in Step 6. Before beginning, have pupils recall that to do this they must keep in mind the situations already reported, as they listen.
8. You may need to question some pupils to encourage the use of background knowledge to strengthen visual imagery.
9. Have the pupils state the main idea of the story.
10. In a supplementary lesson, you might read the story and have the pupils listen for words or phrases that helped them "see" Uncle Joe's place.

Story:

UNCLE JOE'S HOUSE

Kim lives in town in a new house, and all the rooms in his house are on one floor. The kitchen, the dining-room, the living-room, the three bedrooms and the bathroom.

It is a clean, sunny, beautiful house. There are no cubby holes or nooks and crannies to gather dust and junk. The yard is neat and tidy, and has a flower bed, a lawn, a little vegetable garden, and a lilac tree.

Kim's Uncle Joe lives outside of town. He has an acre or two of land, and lots of trees. Uncle Joe's house has an upstairs, and an attic, and curly trimming across the top.

Uncle Joe lives alone and he likes to tinker with old cars. He parks them in his yard and works on them, so his yard is a clutter of bolts, and wheels, and pieces of old cars. Whenever Kim's dad visits Uncle Joe, Kim wants to go, too.

"There are so many wonderful places to play," he says.

Uncle Joe's house is full of cubby holes and nooks and crannies that gather dust and junk. But Kim doesn't see the dust. He climbs into one of the cubby holes and pretends it is a cave. Outside the cave there might be bears growling and wolves howling, but he is safe because he can hide in his cave and shoot at them.

And in the nooks and crannies he finds things that he can play with. An old top hat, a puzzle or two, a book with strange pictures, a piece of rope even. Uncle Joe's nooks and crannies are full of surprises!

Uncle Joe's house has a long banister on the stairway, that Kim can slide down. He may be sliding into the ocean, or down a cliff, or a fireman's pole, or just plain sliding.

In Uncle Joe's attic there are trunks and boxes; there are cobwebs and fishing poles; there are old pictures and hockey sticks. Kim can have a fine time there. He can open the trunk and dress up in a navy suit and be a sailor; he can watch a spider spin a web; he can fish out the window for whales.

He can look at old pictures of his dad and Uncle Joe, or he can score a dozen goals with an old hockey stick.

Out in Uncle Joe's yard Kim can climb a big tree and sail the seven seas; he can fly a big plane and go right through a cloud; he can be a bird in the top of the tree.

When he climbs down from the tree, he can sit in Uncle Joe's old cars and honk the horns. One can be a big car with a driver, and Kim can sit in the back and give orders. One can be a race car, close to the ground, and Kim can steer in and out and around the bends and win first prize.

Uncle Joe's house is not tidy or beautiful. But it suits Uncle Joe. It suits Kim, too.

Edith Jane Harrison

LESSON 9

Purpose: to have pupils:
experience vivid auditory imagery when listening.

- Suggested Procedure:**
1. Tell the pupils you are going to read a poem that tells what a child saw and heard on a train trip. Have them close their eyes and pretend they are with him. In the first two stanzas, the newsy, the dining car steward, and the conductor all appear. Be sure to indicate the changes with your voice.
 2. Discuss the things that were heard on the train.
 3. What people might have been heard on the train?
 4. Tell the pupils to listen for "sound" words as you re-read the poem.
 5. Instruct the pupils to listen as you re-read the poem and picture how the train looks.
 6. Discuss what they saw.

Poem:

TRAINS

Riding on a fast train
With red plush cars,
"Ice-cream and peppermints,
Magazines and choc'late bars."

"Diner in the rear, sir,
"First call for lunch."
Conductor wants the tickets,
Punch . . . punch . . . punch.

People going places
But I won't stare.
There's a funny fat man snoring
In his red plush chair.

There's a lady with a baby
And it's going to cry some more;
Such a sleepy fat man
Snore . . . snore . . . snore.

Fast train whizzing
Down its shiny track,
Bags bouncing up together,
Bumping in the rack.

Stop, look, and listen!
RR track ahead!
Look out for the engine,
And the cars plush red!

Elizabeth Morison Townshend

LESSON 10

Purpose: to teach pupils to:
form vivid auditory imagery when listening.

- Suggested Procedure:**
1. Discuss briefly the signs of approaching winter that pupils have noted.
 2. Tell them you will read a selection which tells them about things they might hear when spring is coming.
 3. Ask what they heard. List the birds on the chalkboard.
 4. As you re-read, direct the pupils to listen and find out how each bird sounded.
 5. Discuss with the pupils how the author helped them to hear the sounds of the birds. For example,

"Cheer up! Cheer up!"
"soft plaintive whistle"
"sounding as if it needed oiling"
"rat-a-tat-tat"
"long roll as of distant thunder"

6. Have the pupils attempt to make the sounds for each bird that they heard as you read.
7. Re-read the selection and have the pupils decide if the sounds they made were very like the sounds of the birds.

Selection:

THE VOICE OF SPRING

Where was Mistress Spring? Had she arrived, or was she merely on the way? Welcome Robin was back from the Sunny South calling "Cheer up! Cheer up! Cheer up, cheer!" and making glad the hearts of all who heard him. Winsome Bluebird was back, his soft, plaintive whistle seeming to come from everywhere and nowhere. Redwing the Blackbird was back, singing from his favorite perch on an alder near the Smiling Pool. Creaker the Grackle's squeaky voice, sounding as if it needed oiling, could be heard coming from the tops of the nearest pine trees in the Green Forest. Mr. and Mrs. Quack were on the Big River near the mouth of Laughing Brook. Across the Green Meadows to the dear Old Briar-patch came the sharp rat-a-tat-tat of Drummer the Woodpecker using a dead limb for a drum. Now and then there was a long roll as of distant thunder. "Thunderer the Grouse is drumming for Mrs. Grouse," Peter Rabbit would say as he listened.

Thornton W. Burgess

LESSON 11

Purpose: to teach pupils to:
understand and recall a sequence of ideas when listening.

- Suggested Procedure:**
1. Tell the pupils you are going to read a poem called "Strawberries." Direct them to listen to remember what things happened and the order in which they happened. Discuss the nature of the listening required. Pupils should note that the combined tasks of recalling details and sequence require careful, concentrated listening.
 2. Read the poem.
 3. As the pupils recount the events, make a list on the board.
 4. Direct the pupils to listen as you re-read the poem to check the sequence in the chalkboard list.
 5. Have the pupils pretend they were with the girls as you re-read the poem. Ask several pupils to describe favorite parts.
 6. As a review of sensory imagery, you might ask the pupils to listen for words that helped them to see and taste the strawberries.

Poem:

STRAWBERRIES

Peggy, and Phoebe, and Jeannie, and I
Went looking for strawberries once in July.
We went by the pasture and sucked the wild clover,
Looked under the bridge, where the people pass over
(We wanted some strawberries,
Big, red, ripe strawberries,
Luscious, sweet strawberries
Baked in a pie.)

Peggy, and Phoebe, and Jeannie, and I
Found strawberries big as an elephant's eye,
And soon we were picking, and eating, and picking,
And licking our fingers to keep them from sticking.
(We wanted some strawberries,
Big, red, ripe strawberries,
Luscious, sweet strawberries
Baked in a pie.)

Peggy, and Phoebe, and Jeannie, and I
 Were filling our aprons with berries for pie,
 When over the field came a man with a stick,
 Who shouted, "Get out of my strawberries, quick!"
 (We wanted some strawberries,
 Big, red, ripe strawberries,
 Luscious, sweet strawberries
 Baked in a pie.)

Peggy, and Phoebe, and Jeannie, and I
 Dropped our berries and flitted like birds on the fly.
 The rest of the day we spent rinsing and rubbing
 And washing our clothes and scouring and scrubbing
 The stains from those strawberries,
 Sticky, red strawberries —
 And none of those strawberries
 Went in a pie.

Joan Coveney

LESSON 12

Purpose: to teach pupils to:
 understand and recall a sequence of ideas when listening.

- Suggested Procedure:**
1. Tell the pupils you are going to read them a story describing how one little boy had a new suit made especially for him. Instruct them to listen and find out all the steps in making it. Read the story.
 2. Discuss the steps in transforming the wool into a suit.
 3. Have one pupil attempt to recount all the steps in sequence. (Emphasize that the steps must follow in order, since each is built on the previous one.)
 4. Instruct the pupils to listen as you re-read and be able to give, *in order*, the tasks Pelle did to earn his suit.
 5. Ask if the order of the *tasks* was important to the story. (Bring out that in making the suit the order of doing things was important but that the order in which the tasks were given could have been changed. For example, he could have tended the cows before he pulled the weeds, and so on.)

Story:

PELLE'S NEW SUIT

There was once a little Swedish boy whose name was Pelle. Now, Pelle had a lamb which was all his own and which he took care of all by himself.

The lamb grew and Pelle grew. And the lamb's wool grew longer and longer, but Pelle's coat only grew shorter!

One day Pelle took a pair of shears and cut off all the lamb's wool. Then he took the wool to his grandmother and said: "Granny dear, please card this wool for me!"

"That I will, my dear," said his grandmother, "if you will pull the weeds in my carrot patch for me."

So Pelle pulled the weeds in Granny's carrot patch and Granny carded Pelle's wool.

Then Pelle went to his other grandmother and said: "Grandmother dear, please spin this wool into yarn for me!"

"That will I gladly do, my dear," said his grandmother, "if while I am spinning it you will tend my cows for me."

And so Pelle tended Grandmother's cows and Grandmother spun Pelle's yarn.

Then Pelle went to a neighbor who was a painter and asked him for some paint with which to color his yarn.

"What a silly little boy you are!" laughed the painter. "My paint is not what you want to color your wool. But if you will row over to the store to get a bottle of turpentine for me, you may buy

yourself some dye out of the change from the shilling."

So Pelle rowed over to the store and bought a bottle of turpentine for the painter, and bought for himself a large sack of blue dye out of the change from the shilling.

Then he dyed his wool himself until it was all, all blue.

And then Pelle went to his mother and said: "Mother dear, please weave this yarn into cloth for me."

"That will I gladly do," said his mother, "if you will take care of your little sister for me."

So Pelle took good care of his little sister, and Mother wove the wool into cloth.

Then Pelle went to the tailor: "Dear Mr. Tailor, please make a suit for me out of this cloth."

"Is that what you want, you little rascal?" said the tailor. "Indeed I will, if you will rake my hay and bring in my wood and feed my pigs for me."

So Pelle raked the tailor's hay and fed his pigs.

And then he carried in all the wood. And the tailor had Pelle's suit ready that very Saturday evening.

And on Sunday morning Pelle put on his new suit and went to his lamb and said: "Thank you very much for my new suit, little lamb."

"Ba-a-ah," said the lamb, and it sounded almost as if the lamb were laughing.

Elsa Beskow

LESSON 13

Purpose: to teach pupils to:
recognize the emotional reactions of story characters.

Suggested Procedure: 1. Tell the pupils that you will read the first part of a Halloween story which will be finished later in the week. Instruct the pupils to listen to be able to name the people in the story. Read Section 1 of the story. List the people on the board.

2. Ask the pupils how each person *felt* in the story. Encourage use of more descriptive words than the hackneyed "glad" or "sad."

3. Divide Section 1 into three or four short parts and re-read one part at a time. Following each, discuss *in detail* the clues to emotional reactions of the story characters found in

- (1) what they said ("That's no fun.")
- (2) how they said it ("Yes," Tom *sighed*.)
- (3) what they did ("blinking back the tears.")

4. Have the pupils formulate a summary statement that we can learn how a story character feels by listening to find out (a) what he does, (b) what he says, (c) how he says it.

Story:

THE NELSONS MAKE THE BEST OF IT

1. It was the Thursday before Halloween, and the Nelson children were just getting over scarlet fever.

"They may go outdoors on Saturday and to school on Monday, Mrs. Nelson," said Dr. Day, as he was leaving.

"Monday?" exclaimed Tom. "But Halloween will be over! I feel fine now."

"But we want to be sure you're really well," said Dr. Day.

"Yes," Tom sighed. "But the fifth grades are having a contest, and I'm on the decorating committee for our room."

"And our room is giving a prize for the best costume," eight-year-old Ellen said.

Then Ellen and Tom looked at Mark. It was his first Halloween in school, and he was having a hard time blinking back the tears. "Now I can't—"

"I know, Mark," said Dr. Day, "but you wouldn't want to give scarlet fever to the whole kindergarten, would you?"

Mark shook his head. "Billy Bowen gave it to me. I wish he'd kept it."

Dr. Day laughed. "So do I, Mark. But you'll have to make the best of it — all of you. Good-bye now!"

"Good-bye, Dr. Day!" Mrs. Nelson said. "Thank you for coming."

"Make the best of it! What can we do? We've played all our games, and I'm tired of television." Tom kicked the carpet impatiently.

"Why not have a Halloween celebration of your own?" suggested Mrs. Nelson.

"That's no fun," complained Tom. "It's the working with the kids and being in the parade that's fun."

"What's the use of making a costume that no one will see?" asked Ellen very unhappily.

"Tom and Mark would see it," said Mrs. Nelson.

"But they don't count. They're just —" Then she added, "Oh, come on, Tom! I'll beat you at checkers!"

"Can I play?" asked Mark wistfully.

"Sorry. Checkers is just for two," said Tom.

"I'll play with you later, Mark, if you're quiet and don't interrupt us," promised Ellen.

"Go watch TV."

"I don't want to!"

"The story lady is just coming on," suggested Ellen, looking at the clock.

"Whee!" cried Mark, running to turn on the television set.

LESSON 14

Purpose: to have pupils:
recognize the emotional reactions of story characters when listening.

Suggested Procedure: 1. Have the pupils recall that to learn how story characters feel, they listen for

- (a) what they say;
- (b) how they say it;
- (c) what they do.

2. Instruct the pupils to listen as you re-read Section 1 of the story "The Nelsons Make the Best of It," and recall how they did this.
3. Tell the pupils that you will read the rest of the story in four parts and that at the end of each part you will ask what feelings each of the children has shown.
4. Proceed as in Lesson 13.

Story: (cont'd)

THE NELSONS MAKE THE BEST OF IT

2.A. "Obadiah Bunny and His Friends" was Mark's favorite program. Today the story was about some forest animals, who were getting ready for a Halloween parade. But Halloween wasn't as much fun as they had expected. They were worried about Ray Raccoon. Where could he be? However he finally caught up with them. He explained that he was late because he had lost his face mask.

"Silly!" the other animals cried. "How could you lose it when you're always wearing it?"

Ray Raccoon hadn't thought of that. Sure enough, just as his friends had said, he WAS wearing his own mask.

Mark thought the story was so funny that he ran to tell Tom and Ellen about it.

"Oh, Mark!" scolded Ellen. "I was just figuring out my next move. I was sure I had the game."

"Now for the news of the day," the television announcer was saying.

"Turn it off, Mark," called Ellen impatiently.

"Why?" Mark started to whine.

"Because I can't think!" Now Ellen was really cross.

B. But before Mark reached the set, Tom stopped him. "Listen! That's about our neighborhood!"

"The Elm Park Neighborhood Club is giving a prize for the best Halloween window. The competition is open to children between five and twelve years old. And the prize? Well, boys and girls, it's a black cocker spaniel puppy!"

"The judges will tour the neighborhood on Friday evening between six and seven o'clock. The winner will be announced over this station at eight o'clock, and on Saturday at ten, the story lady will present the puppy to the lucky winner."

"Let's try for him, Ellen!" cried Tom.

"We'd better ask Mother first. You know how

she and Dad feel about a puppy. A puppy's a lot of work."

"But, Ellen, there are three of us to take care of him. Mark's big enough to help."

"I know," agreed Ellen, "but we'll have to ask Mother."

The three children ran to the kitchen. "Oh, please, Mother!" they teased. "We'll walk him and feed him and bathe him. You won't have to do a thing for him, and you'll never have to remind us."

Mrs. Nelson laughed. "You talk as if you already had won the spaniel puppy."

"Well — we have — almost —" said the children.

"All right. You can decorate the sunroom window."

C. So the three children began to work. "First we'd better make a sketch of what we're going to do," said Tom.

As Tom drew, Ellen looked over his shoulder. "But, Tom, everyone will do witches and cats. We should do something different."

"Well, do you have any better ideas?"

"No —" she said slowly.

"I do!" said Mark. "We can be Obadiah and his friends like in the story this morning. Can I be Ray Raccoon?"

"But, Mark, there are only three of us. We'd need more children," said Ellen.

Mark looked sad. "I s'pose so."

"Hey, I've got a swell idea!" exclaimed Tom. "We can't act out the story, but we can make a scene from it. We can use Ellen's big doll for the story lady giving out treats at the parade and our stuffed animals for Obadiah and his friends."

"That sounds great!" said Ellen.

The rest of that day and the next, the children worked like beavers. At six o'clock on Friday, they pulled open the draperies in the sunroom,

and snapped on the spotlight that Tom had set up. There was a big drawing of a street on brown paper for the background. At one end were a group of children as if they were in a parade. In the centre there was a large doorway. On a table in front of it stood Ellen's big doll dressed as the story lady, and in front of her were Obadiah Bunny, Chippy Chipmunk, Noggin Squirrel, and Benny Beaver wearing costumes and masks. And behind them, in a pirate costume with no mask except his own, was Ray Raccoon.

D. Soon there was a crowd of people around the Nelsons' window, laughing and nodding.

"Are they the judges?" asked Ellen, as two women and a man stepped forward and looked the scene over very carefully.

"Could be," said Tom. "They're taking notes. Say, I'll bet they are! There's Debbie Powell's father, and he's head of the Neighborhood Club."

By eight o'clock, the crowd had gone, and the Nelsons gathered around the television set to wait for the announcement of the contest winner.

"The Elm Park Neighborhood Club contest has been so successful that the judges have had a hard time choosing the winner. Almost every home had a decorated window."

"Oh, hurry!" urged Ellen.

Tom laughed. "He can't hear you, Ellen."

"I know he can't, but why doesn't he hurry?"

"Now here is Mr. Powell, the president of the

Neighborhood Club. He will announce the lucky winner."

After what seemed like a very long speech, Mr. Powell finally cleared his throat, and started to make the important announcement.

"He's worse than the announcer," complained Ellen.

"He's just building up suspense," said Tom. "Miss Sheldon tells us to do that when we're telling a story."

"There was one window which was not only worked out in fine detail, but which was different. I understand that it represented a scene from a story told by the story lady yesterday. The judges have decided that it should have the prize. If the winners, Ellen, Tom, and Mark Nelson, will come to this station tomorrow at ten o'clock they will be awarded the Halloween puppy."

And at ten o'clock the next morning, the Nelson children were at the studio of the television station. After the announcer introduced the children, the story lady came forward with a wiggly black puppy in her arms.

"Since you are a girl, shall I give you the prize?" she asked, moving toward Ellen.

Ellen shook her head. "No, the idea was Mark's. He should hold the puppy. We'll all take care of him, of course."

"We're all going to take care of him," echoed Mark, his eyes shining as he held out his arms for the squirming puppy.

Hazel Cederborg

LESSON 15

Purpose: to teach pupils to:
listen and follow directions.

Suggested Procedure: 1. Relate the following anecdote:

"I have to take a lion to school tomorrow, Mother," said Timothy.

"A lion!" said his mother. "A real lion?"

"Yes, a real lion," said Timothy. "The teacher said we each had to bring one tomorrow!"

"That's silly!" said his mother.

"I know," said Timothy, "but I just have to." And off he went to look for a lion to take to school. He asked everyone he met for a lion and everyone said "That's silly!" So Timothy went to school without a lion. And do you know he was the only person in Grade Two who didn't bring what the teacher asked for!

2. Ask the pupils what they think the teacher had asked for (a *picture* of a lion) and why Timothy had got into difficulty.

3. Stress the importance of following directions accurately.

4. Discuss listening to directions, bringing out that:

- (1) directions should be given clearly;
- (2) directions should not have to be repeated;
- (3) it is important to listen *closely* to *all* the directions before beginning;
- (4) if the directions are *not clear*, it is important to ask about them. (Do not allow your pupils to take advantage of this to get the directions *repeated*, but answer honest queries.)

5. Do the following practice exercises to develop skill in following the type of directions frequently used in classroom situations. (Adapt them to your own classroom procedure.) Give the directions orally, *once only* and have the pupils follow them. Caution them to listen to *all* the directions before beginning work.

- (a) **Take out your reader and turn to page 121. Read the last word on the page.**
- (b) **Put away your readers. Take out your workbook and your black crayon. With your crayon, print in capital letters the first three letters of the alphabet.**
- (c) **In the margin of your page, write the numerals from one to ten. Write on every second line. Beside each numeral write the first name of a friend. You should have ten names on your page.**

6. Develop similar exercises appropriate to your class.

LESSON 16

Purposes: to teach pupils to:
listen to and follow directions;
give directions clearly.

Suggested Procedure: 1. Review the principles established in Lesson 15 for giving and following directions.

2. Give each pupil a 12 x 18 sheet of newsprint.

3. Give instructions as follows:

- (a) **Fold your paper in half. Open it up and fold it in half the other way.**
- (b) **Take out your crayons. Number the boxes on one side of the paper from 1 – 4. Turn the paper over and number them from 5 – 8. It does not matter which box has which number.**

4. Give the following directions. Allow time between each direction for pupils to work.

- (a) In box number 1, make a big round circle.
- (b) Put a small round circle on top of it and two long rabbit ears on top of the small circle.
- (c) Make a little round tail on your rabbit.

5. Choose pupils to give directions for the making of pictures in each of the other boxes. Do not let the person giving the directions watch the pictures develop. When he has finished, have the pupils look at their pictures and decide if the directions were complete, and if their pictures match the directions given.

Have the pupils evaluate the speaking:

Could the speaker be heard?

Were his directions clear?

Suggested pictures:

Box 2 — a face

Box 3 — a wagon

Box 4 — a snowman

Box 5 — a train

Box 6 — a clown (describe his costume)

Box 7 — the animals in the farmyard (pupil specifies numbers and kinds)

Box 8 — a map of the playground

LESSON 17

Purpose: to teach pupils to:
predict outcomes when listening.

Suggested Procedure: 1. Review, very generally, “predicting outcomes” as we read or listen. Bring out that (a) it makes reading or listening more fun; (b) a prediction is based on the part of the story already read or heard; (c) a prediction must always be checked as the story continues and may be changed as new facts are added.

2. Read the title of the story. Discuss the question this raises (who or what is Curly?) and the absence of clues to the answer.

3. Read the story in sections, pausing at the end of each section to discuss (a) accuracy of previous predictions (details which supported or led to changes in them); (b) questions raised by events in that section; (c) predictions of what will happen next. (Encourage differing opinions, if they can be supported.)

For example, in Section 1:

(i) Curly can now be positively identified; (ii) Raymond and Uncle Tom want to train the dog; Aunt Sarah wants him to be “just a pet.” Who will win? (iii) What will Curly do in response to Raymond’s order? (Have pupils make several suggestions.)

4. In the discussions, bring out:

- (a) We don't always find the answer to our questions immediately. (We don't find out if Aunt Sarah will have her "pet" until the end of the story.) (b) Frequently story clues lead us to make a wrong prediction and so careful checking is necessary. (The conversation in Section 2 leads us to expect a "hens-Curly" incident which does not occur.) (c) The more definite the details we have, the more positive we can be in our predictions. (There is little doubt of Raymond's next move when he finds the lost child.)

5. In all "listening" situations, pupils should listen to classmates as well as the teacher. By refusing to repeat any pupil's answer, you can encourage better listening and speaking habits. In this lesson, pupils must listen to their classmates (a) to avoid repeating ideas already proposed, and (b) to take part in the discussion of the prediction.

Story:

CURLY

1. "Curly's growing fast," Aunt Sarah said, holding out a small piece of well-buttered toast to the dog.

"He won't be a fine dog if you and Raymond keep on feeding him between meals," Uncle Tom said crossly. "He will get fat and lazy."

"Curly will never get fat and lazy," Raymond said then. "He's going to be a wonderful dog at retrieving — after I get through teaching him, that is!" Then, "Come on, Curly," he said, and he and the dog dashed through the open door. A moment later, Raymond's voice could be heard, "Fetch, Curly! Go get it!" Then, "That's a good dog," Then, "Fetch, Curly! Go get it."

"Curly is too young for such severe training," Aunt Sarah said consideringly. "He's only ten months old!"

Uncle Tom looked up from his breakfast plate. "Curly likes learning." Uncle Tom's voice indicated he wanted to hear no more about the matter.

"All this training will spoil him for a pet," Aunt Sarah protested.

"He's too good a dog to waste on being a pet." Uncle Tom got up from the table and went off down to the lower field to count the cattle there.

Aunt Sarah stood at the door and watched him till he was out of sight, then turned her attention to Raymond and Curly.

"He's going to be a grand dog," Raymond paused to give Curly a pat; then asked Aunt Sarah for an old sock. When she had given him an old gray one, long past mending, Raymond stuffed it with hay.

Then he held it out to Curly and let him sniff at it for a minute or two.

"Now watch him," Raymond told Aunt Sarah as he tossed the sock as far as he could throw it into a clump of weeds.

"Fetch it, Curly!" Raymond ordered.

2. Curly had it back in half a minute. "Good dog!" Raymond gave him a pat.

"Come on with us, Aunt Sarah, and watch us," Raymond invited; and after a moment's hesitation Aunt Sarah locked the door and went with them along the river.

As they crossed the yard the big white gander hissed a warning at Curly not to come near the goslings. A white hen squawked to the hens to run for cover that the dog was coming, but Curly moved quietly on his way, giving no cause for trouble.

"Curly has learned how to move around a farm all right," Aunt Sarah said admiringly.

"He's a very smart dog," Raymond said.

"If only the hens would learn to leave his dinner dish alone," Aunt Sarah sighed.

"Curly doesn't like anyone to try to eat out of his dish!" Raymond said.

"I wish he would learn not to chase them away so roughly," she sighed again. "He took two tail feathers out of my prize rooster yesterday!"

3. All the time they were talking Curly was moving at a steady trot in front of Raymond.

"He will learn to leave them alone in time," Raymond soothed his aunt. Then, making sure that Curly was not looking, Raymond dropped the sock and walked on for about fifty yards.

"What are you trying to do now?" Aunt Sarah asked Raymond crossly.

"Just watch this," Raymond told her. He then stopped suddenly as he called out to Curly to "Fetch it, Curly! Fetch it!"

Curly came bounding back, looked expectantly at Raymond then saw that he hadn't the sock.

4. Away he tore, sniffing round and round in circles, in search of it.

He then retraced his steps, this time looking from side to side.

Suddenly, there it was! Right where Raymond had dropped it.

Curly seized the sock in his mouth and went bounding back to Raymond with it.

"Well done, Curly!" Raymond gave him a big pat.

"He's a smart dog all right," Aunt Sarah said quickly. "But all this training and working will spoil him for a pet."

"But Aunt Sarah, he's going to be the best dog in the country — the world maybe!"

"I'd have liked him just for a pet," Aunt Sarah said stubbornly.

5. But Raymond went on with the training.

Aunt Sarah complained to Uncle Tom, "That boy has neither time nor thought for anything but training that dog," she told him.

Uncle Tom shrugged. "It's good for a boy to have his mind set on something," he said slowly. "Training a dog takes time and patience," he told her. "And all the time the dog is being taught obedience and alertness, the boy is learning too."

"Well, I wish Raymond would stop throwing his cap in the weeds for Curly to find," Aunt Sarah was determined to have the last word. "It gets wet and damp and all out of shape," she complained.

The argument might have gone further but Mary Moore came running up to the house with word that little Bridie Flynn had strayed away and all the neighbours were being rounded up to go look for her. "They're afraid she's gone to the river," she finished.

In a moment Uncle Tom was outside calling to Raymond telling him what had happened and to run on ahead to Flynn's. "We'll be after you when we lock the door."

Raymond ran down the road as fast as he could, Curly bounding along beside him. As he ran he kept thinking that Bridie was only two years old. If she falls in the river at the back of Flynn's she will be drowned.

When he arrived in front of Flynn's house, Mrs. Flynn was out on the road, moaning, "I'm sure she has drowned. I'll never see my Bridie again."

Raymond pulled himself up tall and straight. "Don't cry, Mrs. Flynn," he said to her. "We will find Bridie for you, Curly and I."

6. "You'll not find Bridie," she sobbed. "She followed the ducks to the river; I'm sure she did."

"Curly can find anything," Raymond said firmly. Then, "Have you a sock of Bridie's? Or a shoe?" he asked.

"What for?" Mrs. Flynn wanted to know.

"I want Curly to smell it. Then he will follow her trail!"

"I haven't a sock except what is washed," Mrs. Flynn stopped crying now. "But I have a shoe of hers. She lost its comrade. I'll get it for you."

She went into the house and returned with a small shoe.

Raymond took it from her and held it under Curly's nose. "Fetch, Curly! Fetch!" Raymond said. But Curly was waiting for the shoe to be thrown.

What can I do, Raymond asked himself, that will get him to look for Bridie?

7. "Why are you not off looking for the child?" Aunt Sarah demanded as she hurried up.

"I'm trying to get Curly to find her," Raymond said, holding the shoe out to Curly again. Then he asked Aunt Sarah to take Curly into the house for a minute or two.

"I have no idea what it is all about," Aunt Sarah grumbled, but she did as she was told, then she watched from the open door as Raymond threw the shoe up on the porch roof before calling, "Curly! Come and fetch!"

Curly bounded through the door, nosed around for a short time, then set off across the field towards the river tracking the scent of the shoe. Raymond followed with a heavy heart when he saw that Curly was making straight for the river.

Most of the Flynn family, Uncle Tom, and a half a dozen neighbors were walking up and down the bank of the river peering anxiously into the water.

8. Curly took no notice of them. He reached the bank of the river, then turned off to the left. No one paid any attention to the boy or his dog. They were too busy searching for Bridie.

Raymond kept following Curly, who kept on until he came to a drain that led into the river.

He then turned from the river and followed on by the drain until he came to a bridge.

He crossed the bridge and came to a gate. The gate was closed but Curly crept through it.

He ran across a field to another gate, got through it, and started across the next field.

9. Raymond was beginning to wonder whether he could keep going. He stopped for a moment to get his breath, but he started to run again when he saw a number of cows gathered in a circle around something on the ground. They were tossing their heads and shaking them in a threatening manner and as Raymond drew near he heard a child's voice saying, "Go away, bad cows! Go away!"

Curly was at their heels in a moment and the cows retreated with tossing heads and switching tails. Then Raymond saw Bridie sitting on the ground with Curly licking her tear-stained face.

Raymond was so overjoyed that he cried, too, as he hugged both Bridie and Curly.

10. Raymond lifted Bridie tenderly in his arms and staggered across the field to the road, then on to a short cut to the Flynn's house.

Raymond burst in through the back door shouting, "Here she is! She's safe! Curly found her in the cow field!"

Mrs. Flynn uttered one cry and snatching Bridie from Raymond's arms showered her with kisses.

Aunt Sarah had a wonderful smile on her face as she said, "Didn't I tell you Curly could find her?"

That is all she said then, but later when she was talking to Uncle Tom, "It's Raymond that deserves the credit, for if he hadn't taught and trained Curly the way he did, he would never have been able to find the child."

"I'm proud of them both," Uncle Tom said, "boy and dog."

When they told Raymond how proud they were of him he shrugged it off. "I'm going to have to take more exercise if I want to be able to keep up to Curly," he said thoughtfully.

Aunt Sarah nodded briskly. Then, "We will have to watch not to feed Curly bits and pieces between his meals or he will be getting fat and lazy," she said.

W. Warren Nash

LESSON 18

Purpose: to teach pupils to:
use context to find the meaning of new words when listening.

Material: "Curly" (used in Lesson 17).

Suggested Procedure: 1. Have the pupils recall that when they are reading, and see a word they don't recognize, they can frequently find out what it is by reading the rest of the sentence or paragraph and figuring out what word "fits." Comment that, when "listening," we often *hear* a new word but don't know what it *means*. If we listen closely to the rest of the story we can often find out what it means.

2. Tell the pupils that in the story "Curly" there were some words that they might not have heard before, or that they might have heard used in a different way.

3. For each of the underlined words:

- (a) Read the section or paragraph in which it is found (whichever is necessary to clarify the word meaning).
- (b) Ask for the meaning of the word. (Do not expect a precise definition but rather an indication that the pupils understand the passage.)
- (c) Discuss the clues used to find its meaning. (If pupils already knew the word meaning, discuss clues which supported their ideas.)

For example:

retrieving — Pupils note that Raymond is *teaching* Curly retrieving and from his instructions can hypothesize the nature of the task. As pupils have already heard the story, they can add to the immediate situation from their knowledge about Curly's further training. This is a case where the entire story adds to the word meaning.

severe — Pupils should note (i) *from the reader's intonation*, that Aunt Sarah is unhappy about the training; (ii) her reference to Curly's age.

attention — Pupils should relate the familiar "pay attention" to the use of "attention" in this situation.

admiringly — Pupils note (i) *reader's intonation* and (ii) Curly's good behavior in a problem situation.

bounding — Read the sentence in Section 4 first. The situation gives the clue to the word meaning. Then have pupils check the meaning as the sentences from Sections 3 and 5 are read.

comrade — The familiar situation gives the meaning clue.

LESSON 19

Purpose: to teach pupils to:
predict outcomes when listening.

Incidental Experience: forming sensory images; pronoun reference.

Suggested Procedure: 1. Have the pupils listen to the first stanza and identify "me," "you," "us," "they." Discuss where "they" are and what "they" are doing.

2. Suggest that if the pupils imagine themselves to be right "in" a story or poem situation, they can almost guess what is going to happen. Instruct them to "think" their answers to the question posed in stanza 1.

3. Without having pupils verbalize their answers to the question, read stanzas 2 and 3 to give the poet's answer. Have the pupils listen and compare (mentally) the poet's answer with their own.
4. Tell the pupils that there is one word that gives a clue to whether or not the children get their wish. Instruct them to listen for it as you re-read the first three stanzas. Pupils should note the doubt cast by "If" in line 4.
5. Instruct pupils to picture the shoes they think parents will buy, then compare them with the poet's picture as you read stanza 4.
6. You might encourage pupils to form vivid sensory images by asking them to picture the shoes as you read such contrasting lines as "Bright shoes, white shoes" and "Flat shoes, fat shoes," or having them demonstrate how they would walk along the sidewalk in

"Dandy dance-by-night shoes" and
 "Stump-along-like-that shoes."
7. Read the entire poem as pupils listen to enjoy the pictures.

Poem:

CHOOSING SHOES

New shoes, new shoes,
 Red and pink and blue shoes.
 Tell me, what would *you* choose,
 If they'd let us buy?

Buckle shoes, bow shoes,
 Pretty pointy-toe shoes,
 Strappy, cappy bow shoes;
 Let's have some to try.

Bright shoes, white shoes,
 Dandy dance-by-night shoes,
 Perhaps-a-little-tight shoes,
 Like some? So would I.

But

Flat shoes, fat shoes,
 Stump-along-like-that shoes,
 Wipe-them-on-the-mat shoes,
 That's the sort they'll buy.

Ffrida Wolfe

LESSON 20

Purpose: to teach pupils to:
understand cause-effect relationships as they listen.

Incidental Experience: predicting outcomes.

Suggested Procedure: 1. Read the fable "The Crow and the Pitcher." To review predicting outcomes, pause after the second sentence of paragraph 2, and have the pupils suggest an ending.

2. Comment on the cause-effect relationships, bringing out that each event in the story causes the next one to happen; and that as we listen we should think about what is likely to happen as a result of each event. (Since the listener can think much faster than a speaker can speak, it is important that he learn to *use* the listening time. Otherwise his attention will wander.)

3. Re-read the fable as pupils listen to find out what event caused a succeeding event.

4. Ask such questions as:

What word tells why the crow looked for water?

What was the result of his search?

What effect did the pitcher of water have?

Why did he begin to plan?

Why did the water rise?

5. Establish the principal cause-effect relationship in the story: "Because the crow was thirsty, he found water to drink."

6. The word "scheme" offers an opportunity to review the use of context to establish a word meaning. (Relate it to "plan" in the previous paragraph and to the events that follow.)

Fable:

THE CROW AND THE PITCHER

A thirsty crow, after looking in vain for water, at last found some in the bottom of a pitcher. But try as he might he could not reach it. Seeing the water made him thirstier than ever, and he began to plan how he could get it.

Finally he hit upon a scheme. He took a little stone in his beak and dropped it into the pitcher, and saw the water rise a little.

Back and forth he ran, gathering pebbles and dropping them into the pitcher. At last the water rose high enough for him to reach and he had all that he needed to quench his thirst.

adapted from Aesop

LESSON 21

Purpose: to teach pupils to:
note cause-effect relationships as they listen.

Suggested Procedure: 1. Review the concept of cause-effect relationships introduced in the previous lesson. Discuss how a story often relates a series of events, each caused by the previous one, and in turn causing the next one.

2. Instruct the pupils to listen as you read "The Red Skirt" and (a) find out what started the whole story; (b) note as many incidents as they can where one event was the direct cause of the next.

3. Discuss the dual problem that started the whole sequence: *Mrs. Goose wanted a new red skirt. It was too cold to go to the store.*

4. Have the pupils recall the major events in sequence and note how each related to the next.

For example:

Mrs. Goose couldn't go to the store; so she made
her skirt from a blanket.

She had a fine new skirt;
so she wanted to show it to her friends.

She started out the door but locked it on her skirt;
so she had to take her skirt off;

Then she was cold;
so she went back and got her skirt...

etc.

5. Re-read the story as the pupils listen and note again how neatly each event leads into the next. (They will probably note many cause-effect sequences which were not apparent before the discussion.)

Story:

THE RED SKIRT

It was a cold winter day. Mrs. Goose said to herself, "I think I will make myself a nice new red skirt. That will keep me warm and cozy."

She looked out of the window; the snow was blowing in little fluffs and flurries right against the icy glass. "Oh, how cold it is!" Mrs. Goose shivered. "Quite too chilly to go over to Mr. Gobbler's store to buy some red cloth for my skirt."

Then she wondered: "Have I something woolly and bright and thick, right here in the house, that I could make my skirt out of?"

She rushed to her shelf to look. Yes, there was an old red blanket, very rough and heavy.

"This will do nicely," thought Mrs. Goose, and she got out her scissors and needle and thread and set to work at once. "I'll cut it in two, like this—" She snipped. "Then one half will

do to wrap around me and sew up, and the other half will be left over."

So there sat Mrs. Goose, basting and stitching, and before she knew it, the skirt was done. She even sewed buttons on it. She put it right on; and although it dragged way down behind, she felt that she looked very fine in it.

"It's stopped snowing now," she said, peering through the window. "I'll run right along and show my fine new skirt to my friends. What hat shall I wear, I wonder."

After a while she chose a queer tight one, opened the front door, and locked it behind her.

But oh, dear; what was the matter? Mrs. Goose could not budge an inch; every time she tried to go away from the door, something pulled her back.

"Very strange, very strange," she thought. "What is the matter? I must have locked the door on my long skirt. What shall I do? I can't stay *here* all night."

She thought and thought, and finally she said to herself: "I know. I'll unfasten my skirt and take it off. Then I can go on, free."

So she wriggled out and went off, without looking back. Mrs. Goose plopped along in her white petticoat, feeling very cold.

"Where was I going, anyway?" she asked herself. "Oh, I was going to show my friends my new skirt. But I had to take it off! So what's the use of going, anyway? I think I'll plop home."

So Mrs. Goose started back; but as she got near her house she saw a red thing hanging from her door, blowing back and forth in the wind.

"Fire," said Mrs. Goose, feeling frightened. "No, a red flag. That means danger. What is the matter in my house? Had I better run for help?"

She stretched her long neck and blinked her black eyes, and then she recognized her own new skirt, woolly and bright and thick. "How silly of me!" said Mrs. Goose, and went up to her door, laughing. "How could I forget?"

She took the key out of her pocket and unlocked the door. Of course the skirt fell out then. "I was very foolish," said Mrs. Goose. "I might have done this before. Well, this time I'll put my skirt on and go along; it is not too late to show it to my friends."

Mrs. Squirrel's house had blue smoke coming out of the chimney. When the door was opened, there was a good smell of things baking. Mrs. Squirrel was a little tired and flurried. "Come in, Mrs. Goose," she said, "and have a bit of fresh bread with butter on it. But what on earth have you got on? It looks like a blanket."

That made Mrs. Goose a little cross. "It was a blanket," she said, "but now it is a skirt. How do you like it?" She turned round and round before Mrs. Squirrel. "I made it this very afternoon.

Just what I wanted; something woolly and bright and thick."

"Well, it certainly is woolly," said Mrs. Squirrel. "And bright and thick too. I still think it looks a little like a blanket. But if you are pleased, that is all right, Mrs. Goose."

"Good-bye then," said Mrs. Goose, walking off. Her skirt dragged across the floor. "Thank you for the bite to eat."

She plopped along the snowy street. White flakes had begun to fall again. There was Black Cat from Green Street, going to the store for some groceries, with his snowshoes on.

"Why, hello there, Mrs. Goose," he said. "When I first saw you coming, I thought you were a fire engine. How very big you look, and red against the snow. What is that, a new dress? Why is it so long?"

"It's a new skirt," said Mrs. Goose, not quite liking what Black Cat had said. "Woolly and bright and thick. Don't you like it?"

"Well, it certainly is bright," said Black Cat with a queer smile, skidding around the corner with his basket, "and it certainly is long, and it does look *thick*."

"What does he mean, saying 'bright' and 'long' and 'thick' like that?" wondered Mrs. Goose.

"Well, I'll go on to Three-Ducks' house. They will be glad to see me this cold winter day."

So she went tapping at their door.

There was no answer; they were not at home.

Mrs. Goose was so disappointed that she hunched down on their cold doorstep and shut her black eyes. "What an awful time I am having with my new skirt," she said. "First it got locked in — then Mrs. Squirrel said it looked like a blanket — then Black Cat said it was so bright. And now Three-Ducks are not at home. Well, I'll just sit here until they come."

It began to snow harder. Mrs. Goose got up and shook big flakes off her new red skirt. Just as she was doing that she heard a quacking; there were Three-Ducks. They were coming back from Blue Pond and they looked very cold.

"Hello, Mrs. Goose," they said. "Did you come to see us?"

"Yes," said Mrs. Goose. "But it is getting dark; and how cold it is!"

"Come in, and we will build a fire," said Three-Ducks. So they all went into the house. It was dark there, and chilly. But when the fire flared up, it shone over the red thing that Mrs. Goose was wearing. "Why, you have a new skirt!" quacked Three-Ducks, all together.

"I made it this very afternoon," said Mrs. Goose. "These winter days I need something woolly and bright and thick. Why, the winds just whistle across Blue Pond, and the Hopping-

Green is all frozen up!"

Three-Ducks pecked at the skirt a bit. "It is thick," they said. "Doesn't it drag too much, Mrs. Goose? Isn't it a little heavy, for a skirt?"

"Certainly it doesn't drag too much," Mrs. Goose told them, trailing it across the floor. "And I like it heavy."

"Oh," said Three-Ducks. "Well, have it as you wish. Now let's have some tea."

They had their tea there by the fire, and Mrs. Goose got very hot with her big red skirt on. When she got up she tripped over it, and her cup went flying to the floor.

"I'm glad it didn't break," she said. "Well, I must go now. Thank you for the tea."

When she got to her house it was very cold there. The fire had gone out. "Oh, dear!" Mrs. Goose said to herself, "I shall need an extra

cover tonight. I wish I had not cut the red blanket up and made a skirt of it. Here is the other half — right on the table. Well, it is very simple, really. I'll just rip up the skirt, take the buttons off, sew the pieces together, and make a blanket of it again!"

So she did that, sewing till she was very sleepy and chilled. Then she put on her long gray nightgown and went to bed, with the red blanket on top.

"This is better," said Mrs. Goose, yawning. "Woolly and bright and thick; woolly and bright and thick. Mrs. Squirrel was right; the Black Cat from Green Street was right; Three-Ducks were right. It is better as a blanket, really."

And she shut her eyes and went to sleep, that cold winter night.

Miriam Clark Potter

LESSON 22

Purposes: to teach pupils to:

- recognize emotional reactions of story characters;
- use emotional reactions of story characters as clues to their personalities.

Suggested Procedure: 1. Instruct pupils to listen as you read Section 1 of the story, and find out how Smallest Rabbit felt.

2. Discuss the clues they used to identify Smallest Rabbit's feelings: (a) the situation in which he found himself; (b) what he said; (c) the reader's intonation as he read the direct narration; (d) words such as "complained" and "not satisfied" that describe his reaction.

3. Lead them to generalize that we can tell how a person feels by listening to (a) what he says, (b) how he says it, (c) words the author uses to tell how he feels; and by thinking how we would feel in the same situation.

4. Read the rest of the story in sections as indicated. In each case instruct the pupils to listen and find how Smallest Rabbit felt, and following the listening, discuss his feelings and the clues noted.

5. Question concerning the reactions of the other rabbits to Smallest Rabbit's antics.

6. After the reading has been completed, discuss the personalities of Smallest Rabbit, Mother Rabbit and Father Rabbit. Have the pupils justify their opinions by relating them to reactions in particular situations.

7. Re-read the story as pupils listen to enjoy the reactions they have discussed.

Story:

SMALLEST RABBIT LEARNS A LESSON

1. It was the Smallest Rabbit's first winter, and he did not like it at all. The snow had covered up all the good grass and sweet clover. Now he had to work hard all day long to find enough to eat.

"I have no time to play!" he complained to his mother every evening.

"Never mind, dear. That's the way it is for us rabbits during the winter. Summer will come again, you know."

But the Smallest Rabbit was not satisfied. "There must be an easier way to get food than this," he said to himself, as he hopped from one spruce to another, nibbling at the buds on the lowest branches.

2. Just then he saw a strange sight. An otter came out of his house, slid gaily down a path of smooth, shiny ice, and landed with a splash in an open hole in the lake. The Smallest Rabbit watched with round, pink eyes. In no time at all, the otter popped out of the hole with a fat fish in his mouth.

"What an easy way to get one's dinner! If he can do it, so can I," thought the Smallest Rabbit, and off he hopped to find a good place to make a slide. The rest of the day he carried water and poured it on the hill where it would freeze. He was still working when his mother found him after dark.

"Don't you know how late it is? What *are* you trying to do?" she scolded.

"It's a surprise," said the Smallest Rabbit.

3. In the morning he invited his family to come to the ice slide. "Now I will show you an easy way to get your dinner. This is the way the otter does it," he said, and he hopped on the slide.

"Stop!" cried his father. Too late!

4. Splash! The Smallest Rabbit had slid down the hill and into the lake. His father raced down and managed to catch hold of one of his son's long ears through the hole in the ice. He pulled him out. The poor little thing was shivering and half-drowned.

"You are a rabbit, *not* an otter! Don't copy your neighbors," scolded his father.

His mother took him home and put him to bed. In a few days he was out again, hopping about in the snow. He was busily nibbling spruce buds when he heard someone tapping on the trunk of the tree above him. He looked up and saw a red-headed woodpecker pecking away on the bark, finding plenty of insects to eat.

5. "Now that's an easy way to get one's dinner," thought the Smallest Rabbit. "If she can do it, so can I!"

He hopped home and hunted until he found a sharp, pointed stone which he tied to his forehead. Then he started to bang away on the trunk of a tree. He was still pounding, without any luck, when his family came home.

"Dear me! What *is* wrong with that child?" cried his mother.

"He thinks he's a woodpecker!" said one of his brothers, and all the little rabbits started to laugh.

6. The Smallest Rabbit had to stay in bed the next day because his head was so sore. But he still had not learned his lesson.

A few days later, when he was out in the forest, he peeked into a cave, and saw a bear fast asleep.

"A great way to spend the winter, isn't it?" said a squirrel from a nearby pine.

"You mean he sleeps all winter?" asked the Smallest Rabbit.

"All winter," said the squirrel. "It saves him the trouble of looking for things to eat."

"If he can do it, so can I," said the Smallest Rabbit, and he hopped home and into bed.

7. "What is the matter? Are you ill?" his mother asked anxiously, but the Smallest Rabbit only squeezed his eyes tight shut.

The next morning he would not get up.

"I think he is trying to be like a bear," giggled one of the small rabbits.

"Time to go to work!" said Father Rabbit. Then he whispered something that Smallest Rabbit could not hear.

All that day the Smallest Rabbit tried to sleep, but he just tossed and turned. And he got hungrier and hungrier.

When at last the family came home, he pretended he was asleep.

8. He thought his mother would make a great fuss over him, and try to wake him up. But nobody paid any attention to him. It was just as if he was not there.

Finally everybody went to bed. And, everybody went to sleep except the Smallest Rabbit. He was too hungry to sleep.

9. By the next morning he could not stand it any longer. He got up with everybody else. No one said a word to him.

How glad he was when he got to the first spruce tree! How good those tender buds tasted! How pleasant it was to hop about in the crisp white snow! *How good it was to be a rabbit!*

Never again did he try to be like anybody else. He was happy just to be himself.

Joyce C. Barkhouse

LESSON 23

Purposes: to teach pupils to:
 recognize emotional reactions in poetry;
 use the emotional reactions as clues to personality.

Suggested Procedure: 1. Review with the pupils the clues used in the previous lesson to recognize how a story character felt:
 (a) what he says (b) how he says it (c) words used to describe how he feels (d) the total situation (as related to past experience).

2. Tell them you will read a poem in which a boy describes his baby sister. Instruct them to listen and see how his feelings change as he talks. Read the poem.

3. Re-read the first stanza and discuss the boy's attitude: *He rather enjoys her, but is a bit annoyed when she won't "stay put."*

4. Have the pupils put themselves in the boy's position and imagine how he feels, as you re-read stanza 2. Discuss how he probably felt as he went to remove the baby.

5. Re-read the last stanza while pupils listen to see how the boy's feelings changed. Help them to see the baby's total unawareness of doing wrong, as contributing to the change.

6. Discuss the boy in his role as a "big brother."

7. Re-read the whole poem.

Poem:

THE BABY

I like our baby well enough
When she isn't underfoot,
But she will go crawling all around
No matter where she's put.

And yesterday she sat square down
On a place she shouldn't sit
And smashed my new electric train.
I'll be weeks at fixing it.

And when I went to pick her up,
She gave a little purr
And rubbed her nose against my cheek.
I'm kind of fond of her.

Marchette Chute

LESSON 24

Purpose: to teach pupils to:
make inferences as they listen.

- Suggested Procedure:**
1. Have the pupils recall the meaning of the term "reading between the lines." Comment that, when we read, we think about the words and about what is happening and we can add more to the story than is really written down. Tell them that they should do this as they listen to a story too.
 2. Tell them you will read the beginning of a story about a little dog. Instruct them to listen and find out (a) how he is feeling; (b) if he has a good reason for feeling that way. Read Section 1.
 3. Discuss the answers to the questions posed and have pupils describe how they found their answers. Be sure they are aware that *no direct answers* were given, but that there were clues to the author's intended meaning.
 4. Discuss Mr. Toad's statement that the puppy has a home. Lead the pupils to recognize the similarities between his reasoning and that of their own that they used to decide how the puppy felt. (You may also want to consider the puppy's statement that the boy didn't want him.)

5. Instruct the pupils to listen to each subsequent part and find the answer to the question asked. Caution them that each time they will have to *think* about what is said or done to find the answer. Following each section, discuss the clues used to arrive at an answer.

Section 2 — **Who is kinder, the frog or the toad?**

Section 3 — **What is the Old Man of the Wood?** (accept various interpretations -- goblin, elf, dwarf, etc.)

Section 4 — **What would the Old Man prefer for a pet if he were a boy?**

Section 5 — **Is the boy a good skater? Does he like to skate?**

Section 6 — **Is the puppy a "happy rabbit"?**

Section 7 — **Does Jimmy deserve his pet?**

Section 8 — **How had the Old Man spent the night?**

6. Following the reading, comment *briefly* that all the answers could be found by *thinking* about what the story told.

7. Pupils will want to hear this story in its entirety during a later period.

Story:

TRADE - INS

1. Once when it was a shiny night, when the moon fell over all the world, and when the little stars twinkled, a puppy dog sat still on the silvery highway and stared at the sky. And no matter how hard the moon shone, or how hard the stars twinkled, not even the tiniest wag could be found in the little dog's tail.

Not many folks were abroad that night. The throat of the robin was stilled with sleep. The song sparrow dreamed of happy tomorrows. Even the pigeons dozed in the church steeple. And a puppy tear splashed on the highway, and its still noise woke a restless toad.

"What's the matter, puppy dog? What are you doing out at this time of night? Why don't you go home?" he asked.

"I have no home," said the puppy dog.

"No home?" said the toad.

"No home," said the puppy.

"I don't believe you," said the toad. "I don't believe you. I saw you playing in yonder woodland only yesterday with a little boy. And he has a home, for he went to it when he was tired of play."

"Yes," said the little dog.

"Then go to him, and go to bed," said the toad.

"I can't. I've . . . I've left him. He . . . he doesn't want me any more."

"What a silly little dog this is, to be sure!" thought the toad. "As if there were any little boy or girl alive who didn't want a dog!"

And he said just that to the little dog, but the little dog answered sadly: "He wants a rabbit."

"Well, what of it?" said the toad. "What of it?"

"A white rabbit!"

"You're jealous, aren't you?" said the toad.

"I am not," said the puppy dog. "I'm not jealous at all. But he hasn't spoken about me for days. It's just: 'I wish I had a rabbit, I wish I had a rabbit, I'd love to have a rabbit,' from morning till night. So I left home."

2. "Shame!" said the toad, "and another shame!"

And the puppy dog's ears dropped, and the puppy dog's tail sagged, and he let out a "woo-oo-oo-oo" to the moon.

"Oh, my green grandmother!" said Frankie Frog, waking from his slumbers. "There's a dog crying. Why isn't he home in bed?"

Another tear splashed on the highway, and the frog looked at the toad.

"He's jealous," said the toad, "jealous of the rabbits."

"I am not, I tell you," said the puppy. "I just wish I were a rabbit, that's all."

And the frog began to laugh, and he laughed until the whole swamp bubbled over with his merriment. And then he said to the little dog: "A fine looking rabbit you'd be. And who ever heard tell of a bunny that barked?" Frankie laughed again.

"Frankie," said the toad, as he saw the hurt in the little dog's face. "Frankie, you go back to sleep. Never mind, puppy dog, I know how it is."

"Oh, do you, Mr. Toad?" said the little dog. "If even I had rabbit's ears, I wouldn't mind so much."

"Rabbit's ears, eh?" said Frankie, as he settled down to sleep. "Rabbit's ears? Well, let me tell you this, puppy dog, you'll never get anything by sitting on the roadside crying for it. When you want anything, you have to go after it."

And Frankie turned over and went to sleep.

3. The puppy looked at Mr. Toad.

"Yes, he's right," said that gentleman. "Rabbit's ears won't grow just because you cry to the moon."

"Well, is there any way I could get rabbit's ears? What did he mean, if I went after them; do you know, Mr. Toad?" said the little dog hopefully.

"There's the little Old Man of the Wood, you know," said the toad.

"I didn't know," said the puppy. "Who is he?"

"Who he is or where he came from, I do not know. I only know that he's thousands of years old and that he trades things," said the toad.

"Trades things?" said the little dog.

"Yes," said the toad. "You go to him. Tell him what you want, and no matter what it is, he'll trade with you."

"But I've nothing to trade," said the puppy dog.

"Well, if you want what you want very bad, he'll get what he wants. Now I'm tired, little dog, and I want to go to bed. But I'll tell you where to find him before I go," said the toad. "You go three pine trees to the right, up two silver brooks to the left, down a grassy knoll and over, and you'll see the little Old Man of the Wood. He'll be singing. He's always singing."

4. "Thank you," said the puppy dog, and with his ears up again and his tail unsagged, he ran

off in the path of the moon.

Soon he heard the sound of singing, just as Mr. Toad had said he would. And soon he saw the little Old Man of the Wood, with a face as wrinkled as your bed clothes are when you wake in the morning. The little Old Man of the Wood sat on a little old hollow log.

The puppy dog could hear:

"I am the Old Man of the Wood.
I'm never bad, I'm always good.
I come to everybody's aid,
And all I do is trade, trade, trade."

"Well, what do you want for some rabbit's ears?" asked the little dog.

"What?" said the little Old Man of the Wood, falling backwards into a berry bush. "My whiskers and green stockings, but you took a lift out of me! In fact, you've put me in the berry bush. Here, come, help me out."

And the little dog did.

"Now, what do you want?" said the little Old Man of the Wood.

"Rabbit's ears," said the little dog.

"But you've got two good dog ears. What more do you want?" said the little old man.

"I want to look like a rabbit," said the puppy. "My little boy wants a rabbit. He'd sooner have a rabbit than a dog."

"My whiskers and green stockings!" said the old man again. "What a queer boy he must be! Well, I'll trade you rabbit's ears and a white sugar coat for . . . for a pair of roller skates," and again he broke into song:

"I am the Old Man of the Wood.
I'm never bad, I'm always good.
I come to everybody's aid,
And all I do is trade, trade, trade.

No roller skates, no rabbit's ears."

5. "But my little boy has only one pair of skates, and they're brand new," said the puppy.

"The newer the skates, the longer your ears," said the old man.

"Oh! Oh!" said the little dog. "But what do you want roller skates for?"

"To skate on, silly," said the old man. "What does your little boy want them for? To stand on his head?"

"Sometimes he does. But he's young, and . . ."

"And I'm old, eh?" said the little Old Man of the Wood. "Yes, but that doesn't hurt me. When I want roller skates, I want roller skates."

"Well . . . all right," said the little dog, and away he ran home.

He hated to do this to Jimmy, but he had to.

Jimmy wanted a rabbit, didn't he? Wanted a rabbit more than he wanted a dog?

Up the back porch steps the puppy stole. Into the shed he tiptoed.

A little gray mouse scampered into her hole in fright. But she needn't have. The little dog didn't even so much as see her. He was too busy thinking. There were the skates hanging in their usual place on their leather straps. It would be quite a job to get them down, but get them down he must.

He climbed to the table, then to the window-sill; and somehow he managed to get those skates to the floor. They clattered in the stillness of the night.

Taking them between his strong white teeth, he ran madly back to the little Old Man of the Wood.

6. The little old man was still swinging and singing:

"I am the Old Man of the Wood.
I'm never bad, I'm always good.
I come to everybody's aid,
And all I do is trade, trade, trade."

"Hello," he said, "so you've got them, eh? Well, the rabbit's ears are yours."

And diving into a hollow log, he came out with the finest, longest, whitest, pink-lined rabbit's ears that the little dog had ever seen. He snapped them into place and straightway began to slap sugar paint over the little dog's coarse black hair.

"My whiskers and green stockings!" he laughed. "If you aren't the finest looking rabbit for a Scotty dog I've ever seen!"

And stepping into the roller skates, the little Old Man of the Wood rolled away, to be lost in the fading light of the moon.

The little dog turned once more towards home. He hopped. He had to hop... he couldn't run... his sugar coat was too tight for that. His new ears were heavy too. They flip-flopped, flip-flopped, like dying leaves on a windy night.

7. The little dog sat down on the back porch to wait for morning and Jimmy, and they both came together. Jimmy came for his skates, but when he saw his puppy, he could only laugh. And he

laughed and laughed... more than Frankie Frog had ever laughed. And when he stopped long enough to get his breath to laugh again, he called to his mother: "Mummy, come, quick!"

Mummy came running from the kitchen.

"What is it, Jimmy?" she said.

"My dog, Mummy! Look at him. He's all dressed up like a rabbit."

And Mummy looked, and Mummy understood, just as mothers always do.

"Jimmy," she said, "don't laugh at the puppy. He's done this for you. He thought you wanted a rabbit."

The little dog's eyes again filled with tears, and they fell on his sugar coat. It slowly melted away and fell in sweet lumps on the garden walk. Jimmy's eyes widened in wonder, and his laughing stopped.

"But, Mummy, surely my very own little dog knows I love him best in all the world. Surely he knows I'd never change him for a rabbit."

Happiness once again crept into the heart of the little dog. Jimmy loved him, just for himself. How silly he had been, and how right Mr. Toad was! He didn't need these heavy rabbit's ears now. He didn't need to eat carrots all the rest of his life. He'd be happy always now.

And then he thought of the roller skates — the new roller skates. Oh, well, to-night he'd go back to the little Old Man of the Wood. To-night he'd tell him that...

8. But he didn't need to go. A bruised, limping little Old Man of the Wood peeked around the corner of the back porch. With a disgusted snort he threw the roller skates through the open window, and they landed neatly on their own nail. "I nearly killed myself, I did... nearly killed myself."

And he turned towards the forest singing:

"I am the Old Man of the Wood.
I'm never bad, I'm always good
If you would trade, for pity sakes,
Don't bring me any roller skates!"

For the first time in days, the little dog laughed.

And because it was a shiny night, and because the moon shone over all the world, it happened. Had it been dark, I doubt it would ever have happened at all.

Mary Grannan

LESSON 25

Purpose: to teach pupils to:
make inferences as they listen to poetry.

Incidental Experience: forming sensory images.

Note: Since prolonged discussion is not conducive to poetry appreciation at this stage, several selections are offered. You may prefer to treat each in a separate, *short* lesson.

Suggested Procedure: 1. Recall the story "Trade-Ins" and the manner in which answers were found for the questions asked.

2. Comment that poems are often very short, and so the poet depends on us to *think* about what he says and add part of the meaning ourselves.

3. Before reading each of the following poems, briefly introduce it and present a problem. Following the reading discuss the answer and ask further inferential questions. (Specific suggestions are given for each poem.) Keep the discussion *brief* and *lively*. If you sense the poem lacks appeal for your class, don't force the discussion.

4. *Always* re-read the poem following the discussion.

Poems:

1. (a) **Here is a poem about a boy eating his breakfast.**
Find out what he thinks about as he eats.

(b) Have the pupils pantomime the boy's manner as he eats.

(c) Have the pupils pantomime his sister as *she* eats.

(d) Your pupils may wish to discuss the boy's problem.

BREAKFAST TIME

The sun is always in the sky
Whenever I get out of bed,
And I often wonder why
It's never late. — My sister said

She didn't know who did the trick
And that she didn't care a bit,
And I should eat my porridge quick,
... I think its mother wakens it.

James Stephens

2. (a) Say "Here is a poem in which someone describes a good friend but doesn't tell who he is. Can you find out?"
Read the poem *without the title*.
- (b) Describe the policeman at work.
- (c) How do the errand boys feel toward him?
- (d) What might the child in the poem have done as he passed? (Re-read stanza 4.) Pupils should note the key word "heard."
- (e) How do you suppose the boy and the policeman became friends?

MY POLICEMAN

He is always standing there
At the corner of the Square;
He is very big and fine
And his silver buttons shine.

All the carts and taxis do
Everything he tells them to,
And the little errand boys
When they pass him make no noise.

Though I seem so very small
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

Once I wasn't very good
Rather near to where he stood,
But he never said a word
Though I'm sure he must have heard.

Nurse has a policeman too
(Hers has brown eyes, mine has blue),
Hers is sometimes on a horse,
But I like mine best of course.

Rose Fyleman

3. (a) "Listen as I read, picture the things that are happening, and imagine what kind of day it is."
- (b) Following the reading ask:
- How would the snow look if you looked out the window when you got up?
- What has happened to it by schooltime?
- Is everyone happy with the snow?
- Who is happy about it? Why?

- (c) As you re-read, have the pupils listen for the changing pace:
 the soft quiet of the whirling flakes;
 the bustle of people off to work — snow plows and
 spinning wheels;
 the noisy delight of the children.

SNOWFLAKES

Snowflakes falling through the air,
 Falling, falling everywhere.

Twisting, turning, floating down,
 Covering white the noisy town.

Roofs are laden, window edges,
 Snow is sticking to the ledges.

All the streets are silent now.
 Comes the whirring of the plow.

Clean behind it shines the track,
 Cars are coming, click-a-clack.

People shoveling, piling snow,
 Making clear the way to go.

Wagons crunch and autos whir,
 Wheels that turn and never stir.

Children run and slide and tumble,
 Snow all over, not a grumble.

Snowballs flying, dodge and run!
 Here's a day of snowy fun!

Elizabeth L. Cleveland

LESSON 26

Purpose: to teach pupils to:
 make judgments based on what they hear.

Suggested Procedure: 1. Tell the pupils you will read a story about a boy called Gary, in which Gary says his mother is making a big fuss over nothing. Instruct them to listen and decide whether Gary or his mother is right.

2. Read Section 1. Discuss the evidence on each side and help the pupils to weigh the evidence.

3. Instruct the pupils to listen to the next section of the story and find out what kind of glasses Gary's mother had worn. Have them note that there was a "good" and a "bad" side to wearing them. Ask, "What did Gary's mother think was most important about them? Do you agree?"

4. Instruct the pupils to listen and see how many things they can find that show Gary had made a wrong judgment about having his eyes tested. Read Section 3.

5. Re-read the story as pupils listen and decide on the advantages and disadvantages of wearing glasses.

Story:

GLASSES FOR GARY

1. "This is like home movies," thought Gary, looking at the square of light on the white screen.

He hitched forward on his chair. Then he remembered where he was. He leaned back again.

This was no movie. He was at the eye-doctor's office.

Gary studied a scrape on his hand.

"Must have picked that up at floor hockey this afternoon," he thought. "I missed a good goal too, one I should have scored."

Gary sighed. "This is SOME day. First we lose the game and now THIS. A big fuss over nothing! Just because the School Nurse says I can't see to read. What does she know! Maybe I couldn't read her old eye chart but I can read, all right."

At home, curled up on the window seat Gary could read. At his desk in class he could read, although the board was a BIT blurry. He couldn't read that so well.

"But I can see," he thought crossly. "I can see just fine. Why does a guy need an eye test when he can see just fine!"

The secret little worry popped back to nag him.

"How can a fellow with glasses play floor hockey?"

2. Gary looked at his mother gloomily.

She tilted her head to study a big picture of glasses on the wall.

"My first glasses were like those," she said, pointing to a pair of round O's with thin wire rims. "I must have looked like a little owl," she said. "But I didn't care. It was so wonderful to see clearly."

She looked at the shelves of frames beneath the picture.

"Glasses are so pretty now. How I'd have loved blue ones, or pink or red. And I know Uncle Bart would have liked those black ones better than the pair he wore."

3. "Uncle Bart!" exclaimed Gary. "But he played basketball and baseball at school. How could he do that with glasses?"

"He couldn't have done it without glasses, Gary," said Mother. "He couldn't have seen the basket and shot for it. He couldn't have seen the baseball and hit a home run."

"I never thought of that," said Gary as Doctor Dawson came in. He sat up straight.

The doctor pushed big round frames toward him and settled them on his nose.

"No squinting, Gary," he said. "Just tell me what you see with your eyes wide open."

At first there was no glass in the frames. Then different lenses clicked and clacked into place. The letters on the screen grew clearer and brighter than anything Gary had seen for a long time.

At last the test was over. The big frames were moved away.

"Do I need glasses, sir?" asked Gary as the lights went on.

"Yes," said Dr. Dawson. "You're lucky the School Nurse noticed. With glasses you'll be able to read without squinting. You won't think the board is blurry any more. And," he paused and smiled, "you might even get to be high scorer in floor hockey."

Gary grinned. "Maybe I will," he thought, "with new glasses maybe I will be scoring champ."

Elizabeth Touchette

LESSON 27

Purpose: to teach pupils to:
make judgments as they listen.

- Suggested Procedure:**
1. Have the pupils recall that in the story "Glasses for Gary" there were reasons why we thought Gary needed his eyes tested and reasons why we thought maybe he didn't; and that we had to think about both sides and decide if we agreed with Gary or with his mother.
 2. Tell them you are going to read them the *ending* of a story called "Harry the Great"; that Harry is Johnny's dog. *Read Section 2 of the story.*
 3. Direct the pupils to listen to the whole story and decide whether or not Harry deserved the prize. Caution them that there may be differing opinions so that they must be able to support their ideas.
Read the story.
 4. Discuss the viewpoints of class members. (This is a good place to stress careful listening to classmates.) Pupils should be aware that a judgment is partly a personal matter, and while it is based on evidence, may differ for different people.

Story:

HARRY THE GREAT

1. Harry was the greatest dog in the world, although nobody thought so except Johnny who owned him.

"He's just a dog," said the other boys on the street. "There's nothing very special about Harry. He's just an ordinary black dog with brown and white spots. He can't even do tricks."

"He could if he wanted to," said Johnny.

When they heard that, the other boys on the street laughed so hard they almost fell over.

"Harry will show you!" said Johnny. "He'll do more tricks than any dog you ever saw."

Every afternoon after that, Johnny took Harry into the backyard, down behind the lilac bushes where nobody could see them, and tried to teach him to do tricks.

"Roll over," said Johnny.

Harry hung out his tongue and wagged his tail but he didn't roll over.

"Play dead," said Johnny.

Harry barked once and wagged his tail harder than ever, but he didn't play dead.

"Sit up!" said Johnny.

Harry licked Johnny's hand and stretched out on the soft, green grass.

"Oh, Harry!" said Johnny. "I know you're the greatest dog in the world but nobody else will think so unless you learn to do a trick or two."

Harry closed his eyes and went to sleep.

"Harry can roll over and play dead and sit up," said Johnny at lunch time the next day. He sighed. "But he only does those things when he feels like it. And he never feels like it when I tell him to!"

"Harry is a very independent dog," said his father. "He only does things when he feels like it."

"I wish he'd feel like it at the right time," said Johnny. "It's very hard to make people realize that he is really the greatest dog in the world."

"Has Harry learned any tricks lately?" called the boys on the street when they passed the backyard.

"He's learning," said Johnny, patting Harry on the head. "You'll see. One of these days you'll see just how great Harry really is."

Harry hung out his tongue and wagged his tail.

"There's going to be a dog show at the school," said one of the boys, grinning. "You'll have to enter Harry! Since he is so great!"

"Well, I will," said Johnny. "You'll see!"

When they were alone, Johnny looked at Harry and shook his head. "Oh, Harry," he said. "I just wish other people thought you were as great as I do." He stood up and snapped his fingers. "Roll over, Harry."

Harry wagged his tail and sat down.

"Oh, Harry!" said Johnny. "If you do that at the dog show, everybody will laugh at you. You don't want people to laugh, do you?"

Harry licked Johnny's hand and looked as if it didn't matter to *him* whether people laughed or not.

The morning of the dog show, Johnny brushed Harry until his fur shone and then he led him down the street to the school.

"I'm entering Harry the Great in the trick dog division," said Johnny to the man at the desk.

The man looked at Harry. "What does he do?"

"All sorts of things," said Johnny. "Harry is the greatest dog in the world."

"I wouldn't be surprised at all!" said the man, handing Johnny a number. "Be ready when we call you."

Johnny and Harry sat on a bench, waiting and watching. There were little dogs who jumped through hoops and medium dogs who walked on their back legs and there were any number of dogs who rolled over or sat up and played dead when they were told to do it.

"It's going to be very hard to pick a winner," said a man behind Johnny. "All these dogs do the same things."

When Harry's number was called, Johnny led him to the centre of the ring.

"Sit down," said Johnny in a loud voice.

Harry wagged his tail and walked around in a circle.

For a minute nobody said anything, then one of the boys laughed.

"Roll over," said Johnny in an even louder voice.

Harry licked his hand and sat down.

Two or three boys laughed and somebody said, "That Harry! Did you ever see such a dog?"

"Play dead," said Johnny as loudly as he could.

Harry barked twice and sat up.

This time, everybody laughed and somebody began to applaud.

"That's a *real* trick dog," said the man who had been handing out numbers. "He's so tricky, you never know what he is going to do next!"

2. "I vote we give the first prize ribbon to Harry the Great," said one of the judges.

Johnny fastened the ribbon to Harry's collar.

"That's a great dog you have there!" said one of the judges.

"I know," said Johnny. He patted Harry on the head. "He's the greatest dog in the world."

He looked at the other boys on the street, waiting to see what they would say.

But nobody laughed. And nobody said anything at all. They just looked at Harry, with his first prize ribbon fastened to his collar, and did not say anything at all.

"Come home, Harry," said Johnny.

Harry the Great wagged his tail and walked out of the school yard after Johnny.

Lorrie McLaughlin

LESSON 28

Purpose: to encourage pupils to:
note time relationships as they listen.

Suggested Procedure: 1. Ask the pupils to note three things that tell *when* the story took place, as you read Section 1.

2. Read Section 2. Ask:

When did the horse go to see the camel?
What word tells that the dog went soon after?
What jobs did the animals ask the camel to do?

3. Read Section 3. Ask:

How long do you think the man wants the animals to work?
(Pupils should relate "double-time" to their concept for a day's work.)

4. Read Section 4. Ask:

How long does it take the Djinn to travel across the desert?
(Pupils should relate his *magic* and his comment, "*if you will wait a minute.*" They may also have personal experience of "waiting a minute.")

5. Read Section 5. Ask:

How long did it take the Djinn's magic to work this time?
How long have the other animals been working?

6. Read Section 6. Ask:

How long has the camel been punished for not working?
Why did the Djinn give him a hump?

7. Discuss whether the story is fact or fancy.

8. Re-read the story at another time. Pupils will enjoy the unusual word usage again and again.

Story:

HOW THE CAMEL GOT HIS HUMP

1. Now this is the next tale, and it tells how the Camel got his big hump.

In the beginning of years, when the world was so new-and-all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a Howling Desert because he did not want to work; and besides, he was a Howler himself. So he ate sticks and thorns and tamarisks and milkweed and prickles, most 'scruciating idle; and when anybody spoke to him he said "Humph!" Just "Humph!" and no more.

2. Presently the Horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, "Camel, O Camel, come out and trot like the rest of us."

"Humph!" said the Camel; and the Horse went away and told the Man.

Presently the Dog came to him, with a stick in his mouth, and said, "Camel, O Camel, come and fetch and carry like the rest of us."

"Humph!" said the Camel; and the Dog went away and told the Man.

Presently the Ox came to him, with the yoke on his neck and said, "Camel, O Camel, come and plough like the rest of us."

"Humph!" said the Camel; and the Ox went away and told the Man.

3. At the end of the day the Man called the Horse and the Dog and the Ox together, and said, "Three, O Three, I'm very sorry for you (with the world so new-and-all); but that Humph-thing in the Desert can't work, or he would have been here by now, so I am going to leave him alone, and you must work double-time to make up for it."

4. That made the Three very angry (with the world so new-and-all), and they held a palaver, and an *indaba*, and a *punchayet*, and a pow-wow on the edge of the Desert; and the Camel came chewing milkweed most 'scruciating idle, and laughed at them. Then he said "Humph!" and went away again.

Presently there came along the Djinn in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic), and he stopped to palaver and pow-wow with the Three.

"Djinn of All Deserts," said the Horse, "is it right for any one to be idle, with the world so new-and-all?"

"Certainly not," said the Djinn.

"Well," said the Horse, "there's a thing in the middle of your Howling Desert (and he's a Howler himself) with a long neck and long legs, and he hasn't done a stroke of work since Monday morning. He won't trot."

"Whew!" said the Djinn, whistling, "that's my Camel, for all the gold in Arabia! What does he say about it?"

"He says 'Humph!'" said the Dog; "and he won't fetch and carry."

"Does he say anything else?"

"Only 'Humph!'; and he won't plough," said the Ox.

"Very good," said the Djinn. "I'll humph him if you will kindly wait a minute."

The Djinn rolled himself up in his dust-cloak, and took a bearing across the desert, and found the Camel most 'scruciatingly idle, looking at his own reflection in a pool of water.

5. "My long and bubbling friend," said the Djinn, "what's this I hear of your doing no work, with the world so new-and-all?"

"Humph!" said the Camel.

The Djinn sat down, with his chin in his hand, and began to think a Great Magic, while the Camel looked at his own reflection in the pool of water.

"You've given the Three extra work ever since Monday morning, all on account of your 'scruciating idleness," said the Djinn; and he went on thinking Magics, with his chin in his hand.

"Humph!" said the Camel.

"I shouldn't say that again if I were you," said the Djinn; "you might say it once too often. Bubbles, I want you to work."

And the Camel said "Humph!" again; but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big lolloping humph.

"Do you see that?" said the Djinn. "That's your very own humph that you've brought upon your very own self by not working. Today is Thursday, and you've done no work since Monday, when the work began. Now you are going to work."

6. "How can I," said the Camel, "with this humph on my back?"

"That's made a-purpose," said the Djinn, "all because you missed those three days. You will be able to work now for three days without eating, because you can live on your humph; and don't you ever say I never did anything for you. Come out of the Desert and go to the Three, and behave. Humph yourself!"

And the Camel humphed himself, humph and all, and went away to join the Three. And from that day to this the Camel always wears a humph (we call it "hump" now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.

Rudyard Kipling

LESSON 29

Purpose: to teach pupils to:
recognize time relationships as they listen to poetry.

Suggested Procedure: 1. Comment to the pupils that poets frequently do not mention in their poems exactly *when* things took place, but that they often give us clues that tell the season, the time of day, etc.

2. Read the following poems. **OMIT THE TITLES.** (You may wish to use these in two lessons.) Before each poem, ask the accompanying question.

3. After the reading discuss the clues to the answer.

Poems:

Find the time of day and the time of year when this happens.

1.

RAIN IN THE NIGHT

Raining, raining,
All night long;
Sometimes loud, sometimes soft,
Just like a song.

There'll be rivers in the gutters
And lakes along the street.
It will make our lazy kitty
Wash his little dirty feet.

The roses will wear diamonds
Like kings and queens at court;
But the pansies all get muddy
Because they are so short.

I'll sail my boat tomorrow
In wonderful new places,
But first I'll take my watering-pot
And wash the pansies' faces.

Amelia Josephine Burr

What day is this?

2.

HALLOWE'EN

The moon is round as a jack-o'-lantern;
The trees blow black and bare;
And we go creeping with spooky giggles
Through the chill ghostly air.

Whose shadow is that on the haunted ground?
Who's hiding behind that tree?
Oh, down the tree runs my bad black kitten,
And the shadow is only me!

Frances M. Frost

How long did it take for all this to happen?
What time of day is it?

3.

A bird came down the walk;
He did not know I saw;
He bit an angle-worm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

Emily Dickinson

When did this happen? (season; past or present.)

4.

FAREWELL TO THE FARM

The coach is at the door at last;
The eager children, mounting fast
And kissing hands, in chorus sing:
Good-bye, good-bye, to everything!

To house and garden, field and lawn,
To meadow-gates we swung upon,
To pump and stable, tree and swing,
Good-bye, good-bye, to everything!

And fare you well for evermore,
O ladder at the hayloft door,
O hayloft where the cobwebs cling,
Good-bye, good-bye, to everything!

Crack goes the whip, and off we go;
The trees and houses smaller grow;
Last, round the woody turn we swing:
Good-bye, good-bye, to everything!

Robert Louis Stevenson

LESSON 30

Purposes: to teach pupils to:
make inferences as they listen;
use context to identify word meanings.

Suggested Procedure: 1. Read the entire story as the pupils listen for enjoyment. Then ask questions that require them to make inferences. Observe the extent to which they have "listened between the lines" as you read.

2. As each question is answered, re-read the sentence or paragraph which gave the main clue. Ask the pupils to relate the answer to this and to their own experience. (In some instances, as question 1, clues are drawn from the entire story. Lengthy re-reading seems unnecessary. Ask the pupils to *recall* a number of clues.)

3. Suggested questions:

Was Mother Bear really fooled?
How did Mother Bear know winter was coming?
How did Little Bear know winter was coming?
How do you know this is Little Bear's first winter?
What did Mother Bear do to make Little Bear's game more fun?

4. Consider the appropriateness of the word "nap" for use in this story.

5. Read the sentences that have in them the words "scuffling" and "lumbering." Have the pupils use the sentence context and their own knowledge to explain the meanings *in this story context*.

Story:

LITTLE BEAR TAKES HIS NAP

One morning when Little Bear went out to play in the woods, he found the air chilly. On the ground where patches of something wet and white that sparkled in the sun.

Just then Little Bear heard his mother calling.

"Come, Little Bear," called Mother Bear.

"There is white frost on the ground. Winter is coming. Time for little bears to come in for their long winter nap."

Little Bear was scuffling in heaps of crackly red leaves. He was turning somersaults in them. The dusty leaves tickled his nose and made him sneeze. That was fun. He didn't want to take his long winter nap.

"No," said Little Bear to Mother Bear.

After a while Little Bear felt something wet on his little black nose. He looked up in surprise. Pretty white flakes were drifting and floating in the cold gray air.

"Come, Little Bear!" Mother Bear called.

"The snow is falling. Winter is coming. Come in this minute for your long winter nap."

Little Bear was trying to catch the snowflakes with his paws. Every time he caught a snowflake it melted away on his warm fur. That was funny! Little Bear didn't want to take his long winter nap.

"Pretty soon," said Little Bear to Mother Bear.

After a while Little Bear heard Mother Bear calling again.

"Good-bye," Mother Bear called. "I'm going home for my long winter nap. You stay and play in the snow."

Little Bear stopped playing and looked around.

He watched Mother Bear go lumbering off toward home.

Little Bear didn't want to stay out in the woods alone.

Suddenly he thought how funny it would be to fool Mother Bear.

He turned softly around. He tiptoed after her, very quietly.

When Mother Bear got to the door of the bear house, Little Bear heard her talking to herself.

"I'm going in the house," said Mother Bear. "I'm going to shut the door. If Little Bear comes home he won't be able to get in. That will teach him a lesson!"

Little Bear put his paw over his mouth to keep from giggling. He was right behind Mother Bear. He slipped in the door.

Mother Bear closed the door.

"There!" said Mother Bear to herself. "Now that Little Bear can just stay out all winter!"

Mother Bear lighted the lamp. She took down Little Bear's pyjamas from a hook on the wall.

"Little Bear won't need his pyjamas this winter," Mother Bear said to herself. "I'll just put them on the bed while I get my nightie." Mother Bear put her nightie on.

Little Bear reached out quietly and took his pyjamas.

He put them on.

Mother Bear never noticed.

"Now," said Mother Bear, "I'll get in my warm bed. I wonder if Little Bear is cold out there."

She climbed into bed.

Little Bear climbed in very softly next to Mother Bear's back.

"What is tickling my back?" said Mother Bear. "Must be a mosquito in here!"

She flapped her paw at the mosquito.

Little Bear held his breath so he wouldn't laugh.

He wiggled closer to Mother Bear.

"There is some animal in my bed!" said Mother Bear. "I'm going to find out what!"

She reached her paw back and felt of Little Bear's ears.

Little Bear was as still as a mouse.

"Hm," said Mother Bear.

She felt of Little Bear's snout.

"My goodness!" said Mother Bear.

She felt of Little Bear's little fat tummy.

And she tickled!

The giggles burst right out of Little Bear!

He doubled up his little feet and he waved his little paws and he squealed and laughed and giggled.

Mother Bear was so surprised she nearly fell out of bed.

"For goodness' sake!" gasped Mother Bear. "How in the world did you get here?"

"I fooled you!" squealed Little Bear, laughing till the tears almost rolled down his cheeks.

"Dear me!" said Mother Bear.

Little Bear gave a deep sigh of joy to think he had fooled Mother Bear.

Then he yawned.

He snuggled a little closer.

He went to sleep for his long winter nap.

Catherine Woolley

LESSON 31

Purpose: to teach pupils to:
find the main idea when listening.

Suggested Procedure: 1. Tell the pupils that you will read a story in sections, and that you want them to find the main idea of each section. (*If necessary, review briefly the concept of "main idea."*)

2. Read each section. Following each reading have the main idea briefly stated. For example:

Section 1 — Two wild geese and a turtle become friends.

Section 2 — The geese invited the turtle to go home with them.

Section 3 — The geese had a plan to take the turtle.

Section 4 — The children laughed at the turtle.

Section 5 — The turtle let go of the stick and was killed.

3. Ask for the main idea of the story. (The turtle forgot his instructions and was killed.)
4. Discuss the relation of the main idea of the story to the main idea of the sections. (Pupils should note that the main ideas of the sections outline the basic story plot; while the main idea of the story is the single most important idea in the story.)
5. Re-read the story.

Story:

THE TURTLE WHO COULDN'T STOP TALKING

1. A Turtle lived in a pond at the foot of a hill. Two young wild Geese, looking for food, saw the Turtle and talked with him. The next day the Geese came again to visit the Turtle and they became very well acquainted. Soon they were great friends.

The Geese then sprang into the air with the Turtle between them holding fast to the stick.

2. "Friend Turtle," the Geese said one day, "we have a beautiful home far away. We are going to fly to it tomorrow. It will be a long but pleasant journey. Will you go with us?"

4. The village children saw the two Geese flying along with the Turtle and cried out: "Oh, see the Turtle up in the air! Look at the Geese carrying the Turtle by a stick! Did you ever see anything more ridiculous in your life?"

3. "How could I? I have no wings," said the Turtle.

"Oh, we will take you, if only you can keep your mouth shut and say not a word to anybody," they said.

"I can do that," said the Turtle. "Do take me with you. I will do exactly as you wish."

So the next day the Geese brought a stick and they held the ends of it. "Now take the middle of this in your mouth and don't say a word until we reach home," they said.

5. The Turtle looked down and began to say, "Well, and if my friends carry me, what business is that of yours?" when he let go and fell dead at the feet of the children.

As the two Geese flew on, they heard the people say when they came to see the poor Turtle, "That fellow could not keep his mouth shut. He had to talk and so lost his life."

Ellen C. Babbitt

LESSON 32

Purposes: to teach pupils to:
 note details as they listen;
 use context clues to word meanings as they listen.

Suggested Procedure: 1. Have the pupils recall the kind of listening required to note details.

2. Read the story in sections as indicated. Following each section, ask detail questions such as those suggested below. When necessary, re-read to enable pupils to find a *complete* answer to a question. In such cases, focus their attention on the care needed to *note* and *recall* a number of details.

Section 1 — Why couldn't the good man find things?

Name the things he couldn't find.

Tell four things about his cottage.

Section 2 — Name five things the good woman moved.

(List the answers on the board.)

Re-read the section as pupils listen to find the new location of each item listed.

Section 3 — How did the good man settle things?

Name the things he did backwards.

3. You might, if you feel your class is sufficiently advanced, ask how the author made the story so humorous. Many pupils recognize the purpose of the accumulation of details.

4. Re-read the paragraph where the word "ridiculous" first appears. Ask for a definition. Encourage the pupils to relate the definition to the story context, as well as to their own concepts of the word. Read further sentences where the word is used and have the class definition checked in these new contexts.

5. Repeat the above with the word "parlor."

6. Read the paragraph which uses the word "stern" and have pupils use context to determine the word meaning.

7. At a later time, re-read the entire story for enjoyment. As a test of the pupils' recall of details you might have them draw the good man of Section 3.

Story:

A GOOD MAN AND HIS GOOD WIFE

1. Once there was a good man and his good wife. They lived in a beautiful cottage. It had white walls and red curtains and lots of little cubbyholes and handy shelves.

The man and his wife were very happy except that he could never find things.

He would look for his shoes, and he could not find his shoes.

He would look for a book, and he could not find the books.

He would go to feed the canary, and he could not find the birdseed.

But this made no difference because he could not find the canary. He could find nothing.

Then the good man would say, "This is ridiculous!" He would walk up and down the room and shake his head and say very loudly, "This is ridiculous indeed!"

But it was not his fault. He could not find anything because his good wife had moved everything.

2. She would move the parlor table from the middle of the parlor to a corner of the kitchen, and she would move the kitchen table from the middle of the kitchen to under an apple tree in the garden.

She would say, "My dear, I get so tired of the same things in the same place." Then she would stand back and admire her work.

She moved her good man's Sunday clothes from the closet in the hall to the closet in the attic.

She moved the clock from the wall above the bed in the bedroom to an end of the mantelpiece in the parlor.

She moved his favorite chair from its place before the fire to a corner of the bedroom.

She moved everything in the little house. She said, "Yes, yes, I do get so tired of the same things in the same place!" and smoothed her apron contentedly.

Then the good man had to learn things all over again.

But by the time he learned to find his fishing rod in the broom closet next to the pantry and the birdseed in the cubbyhole under the stairs, everything was changed again. Then he looked very stern and cried, "This is ridiculous!" again.

He decided to do something about it. He said, "I will do something about it," and smiled to himself. He said, "I'll settle this once and for all."

3. And he did something about it.
He put his shoe on his head.
He wore his garters around his neck.
He tied his necktie around his knee.
He wore his trousers for his coat and his coat for his trousers and both of them inside out.
He wore his spectacles on his elbow.
He wore his socks on his ears.
Then he crawled downstairs.
He sat on the breakfast table, ate his napkin and wiped his face on a biscuit.

When the good wife saw him, she opened her eyes wide.

She dropped the dishes. She opened her mouth wide in surprise. She threw up her hands. She cried, "My dear, this is ridiculous!"

He did not reply, but went on buttering his napkin and chewing little pieces off it and wiping his face with the biscuit. His garters jingled around his neck, and his socks flopped on his ears.

And when she cried again, "But truly this is ridiculous, this is just too ridiculous!" he said very quietly, "My dear, I get so tired of the same things in the same place."

And that was how the good man cured his good woman of a bad habit.

And they lived even more happily than before in their beautiful cottage with its white walls and red curtains and funny little cubbyholes and handy shelves. And nowadays when he wants to read a book, he knows that he will find it in the bookcase.

Ruth Krauss

LESSON 33

Purpose: to teach pupils to:
note details as they listen to poetry.

- Suggested Procedure:**
1. Read stanza 1. Ask pupils to listen for the main idea of the stanza.
 2. Discuss *briefly* stanza 1. Ask pupils what they have learned about (a) the wizard and (b) the elf, and bring out the conflict that is suggested.
 3. Remind the pupils of the type of listening needed to note details. Ask them to find out what the wizard does. Read stanzas 1 and 2.
 4. Have the pupils listen to stanza 3 and find out what happened to (a) the wizard and (b) the elf.
 5. Re-read the whole poem.
 6. In a following lesson you might re-read the poem and discuss the fate of the wizard. Pupils might consider more fully the line "and, ere his magic word he could say," suggesting reasons why (a) he was slow to use his magic word, and (b) how it might have saved him.

Poem:**THE ELF SINGING**

An Elf sat on a twig,
 He was not very big,
 He sang a little song,
 He did not think it wrong;
 But he was on a Wizard's ground,
 Who hated all sweet sound.

Elf, Elf,
 Take care of yourself,
 He's coming behind you,
 To seize you and bind you
 And stifle your song.
 The Wizard! the Wizard!
 He changes his shape
 In crawling along.
 An ugly old ape,
 A poisonous lizard,

A spotted spider,
 A wormy glider,
 The Wizard! the Wizard!
 He's up on the bough;
 He'll bite through your gizzard.
 He's close to you now!

The Elf went on with his song,
 It grew more clear and strong,
 It lifted him into air,
 He floated singing away,
 With rainbows in his hair;
 While the Wizard-worm from his creep
 Made a sudden leap,
 Fell down into a hole,
 And, ere his magic word he could say,
 Was eaten up by a Mole.

William Allingham

LESSON 34**Purposes:**

to have pupils:

- make inferences as they listen to poetry;
- use context to identify word meanings.

Suggested Procedure:

1. Read stanza 1. Ask the pupils where the speaker lives and where the grandmother lives. Have them explain how they arrived at each answer.
2. Read the rest of the poem while the pupils listen for further details to support the view that the speaker is a visitor at the farm.
3. Consider each stanza from 2 to 6 separately. As you re-read each, have the pupils note (a) whom the speaker asked for the egg, and (b) how the animal responded. Have the pupils suggest what the animal *thought* he was being asked. (For example, the dog wants to play; the turkey expects to be fed.)
4. In connection with the above discussion, have the pupils use the context of the stanza to give the meaning of "capers," "Dobbin," "quirk."
5. Re-read the entire poem.

Poem:

THE EGG

Oh! how shall I get it, how shall I get it, —
 A nice little new-laid egg?
 My grandmamma told me to run to the barn-yard,
 And see if just one I could beg.

“Moolly-cow, Moolly-cow, down in the meadow,
 Have you any eggs, I pray?”
 The Moolly-cow stares as if I were crazy,
 And solemnly stalks away.

“Oh! Doggie, Doggie, perhaps you may have it,
 That nice little egg for me.”
 But Doggie just wags his tail and capers,
 And never an egg has he.

“Now Dobbin, Dobbin, I’m sure you must have one,
 Hid down in your manger there.”
 But Dobbin lays back his ears and whinnies,
 With “Come and look, if you dare!”

“Piggywig, Piggywig, grunting and squealing,
 Are you crying ‘Fresh eggs for sale’?”
 No! Piggy, you’re very cold and unfeeling,
 With that impudent quirk in your tail.

“You wise old Gobbler, you look so knowing,
 I’m sure you can find me an egg.
 You stupid old thing! just to say ‘Gobble-gobble!’
 And balance yourself on one leg.”

Oh! how shall I get it, how shall I get, —
 That little white egg so small?
 I’ve asked every animal here in the barn-yard,
 And they won’t give me any at all.

But after I’d hunted until I was tired,
 I found — not one egg, but ten!
 And you *never* could guess where they all were hidden, —
 Right under our old speckled hen!

Laura E. Richards

LESSON 35

Purpose: to teach pupils to:
find the main idea when listening to poetry.

- Suggested Procedure:**
1. Read the first stanza. Discuss it *briefly* to establish the mood of the poem and to prepare the pupils to listen to the rest of the poem and note the complaints.
 2. Read the entire poem. Question the pupils about specific complaints the mouse makes. List these on the board.
 3. Re-read the poem while pupils listen to be sure all the complaints are listed.
 4. Have the complaints summarized in one sentence. (It's hard to find food.)
 5. Have the pupils listen as you re-read the whole poem and be prepared to state the main idea of the poem. (The mouse is complaining because he can't find food any more.)
 6. Discuss *how* the main idea was found. (studying the details and summarizing the important ideas expressed)
 7. Read the poem while the pupils listen to find out what one pleasant thing is left to the mouse.
 8. In a following language lesson discuss the changes that have made life difficult for the mouse. (metal bread boxes, cheese in refrigerator, etc.)

Poem:**THE MOUSE**

I heard a mouse
Bitterly complaining
In a crack of moonlight
Aslant on the floor —

"Little I ask
And that little is not granted.
There are few crumbs
In this world any more.

"The bread-box is tin
And I cannot get in.

"The jam's in a jar
My teeth cannot mar.

"The cheese sits by itself
On the pantry shelf —

"All night I run
Searching and seeking,
All night I run
About on the floor,

"Moonlight is there
And a bare place for dancing,
But no little feast
Is spread any more."

Elizabeth Jane Coatsworth

LESSON 36

Purpose: to teach pupils to:
note details and find information in factual material.

- Suggested Procedure:**
1. Have pupils recall, and discuss, the problems they faced in listening and recalling a number of details from the story "A Good Man and His Good Wife." Recall a selection that you have read to give them information in science or social studies. Compare the *importance* of recalling details in the two situations.
 2. Comment that it is impossible to remember *all* details, and that we should try to select the important details.
 3. Ask the pupils to note the important details as you read paragraph 1. List these on the board.
 4. Ask the pupils to listen and compare the "important" details with the ones omitted, as you re-read the paragraph. (They might note, for example, that while it is obvious that trees have many leaves in summer, their food-producing function is interesting, new information.)
 5. Repeat this procedure with each succeeding paragraph.
 6. Ask a number of questions that require the pupils to understand and recall the details in the selection.

For example:

- (a) What makes leaves fall from the tree?
 - (b) Why is it important that the leaves fall?
 - (c) What four things do the leaves need to make food for the tree?
 - (d) Which of these come from the soil?
- etc.

Selection:

1. During the spring and summer there are many many leaves on a tree. The tree must have leaves to live, for they supply it with food. They are just like factories. They use air, water, sunshine, and minerals from the soil to manufacture food for the tree.

2. Water comes from the roots up the tree trunk to the leaves. The roots get the water from the soil. The leaves have tiny holes that can only be seen with a microscope. They breathe air in and out through the holes. When they breathe out, they give off tiny, invisible drops of water.

3. All summer the leaves make food for the tree. By the time fall comes the tree has stored up enough food to last through the winter. Then the tree corks up all the little holes at the base of the leaves. The leaves have been getting water through the holes. Now the tree grows a bit of tough waterproof cork which pushes each leaf off as it grows.

4. If the trees didn't cork up the water tubes, the leaves would still breathe out water after the ground was frozen. The roots can't take water out of frozen ground and so the tree would dry up and die.

LESSON 37

Purpose: to teach pupils to:
draw conclusions as they listen and give evidence to support them.

Suggested Procedure: 1. Identify the story as an old story told to children in Finland a thousand years ago.

2. Read Section 1. Ask:

How do the animals in the woods feel about Osmo?

How do you know this? (List supporting evidence on the board.)

3. Read Section 2. Ask: **What is Mikko trying to do?**

Encourage the pupils to relate the facts stated (Mikko has decided not to admire the grouse); the situation (Mikko's insistent questions); and their knowledge of the fox's reputation for trickery.

4. Read Section 3. Ask:

Did Mikko intend to have Osmo lose the grouse?

How do you know? (Pupils should relate the points brought out in Section 2 to the last paragraph of the story.)

5. Give practice in making judgments by having pupils discuss the following questions.

Was Osmo right to blame Mikko when he lost the grouse?

Should Mikko have played such a trick on the bear?

6. "Exasperated" provides a good opportunity to practise using context to identify word meaning.

7. Pupils will enjoy dramatizing this incident.

Story:

THE BEAR SAYS "NORTH"

1. One day while Osmo, the Bear, was prowling about the woods, he caught a Grouse.

"Pretty good!" he thought to himself.

"Wouldn't the other animals be surprised if they knew old Osmo had caught a Grouse!"

He was so proud of his feat that he wanted all the world to know of it. So, holding the Grouse carefully in his teeth without injuring it, he began parading up and down the forest ways.

"They'll all certainly envy me this nice plump Grouse," he thought. "And they won't be so ready to call me awkward and lumbering after this, either!"

2. Presently Mikko, the Fox, sauntered by. He saw at once that Osmo was showing off and he determined that the Bear would not get the satisfaction of any admiration from him. So he pretended not to see the Grouse at all. Instead he pointed his nose upwards and sniffed.

"Um! Um!" grunted Osmo, trying to attract attention to himself.

"Ah," Mikko remarked, casually, "is that you, Osmo? What way is the wind blowing today? Can you tell me?"

Osmo, of course, could not answer without opening his mouth, so he grunted again, hoping that Mikko would have to notice why he couldn't answer. But the Fox didn't glance at him at all. With his nose still pointed upwards, he kept sniffing the air.

"It seems to me it's from the South," he said. "Isn't it from the South, Osmo?"

"Um! Um! Um!" the Bear grunted.

"You say it is from the South, Osmo? Are you sure?"

"Um! Um!" Osmo repeated, growing every moment more impatient.

"Oh, not from the South, you say. Then from what direction is it blowing?"

3. By this time the Bear was so *exasperated* by Mikko's interest in the wind when he should have been admiring the Grouse that he forgot himself, opened his mouth, and roared out:

"North!"

Of course the instant he opened his mouth, the Grouse flew away.

"Now see what you've done!" he stormed angrily. "You've made me lose my fine plump Grouse!"

"I?" Mikko asked. "What had I to do with it?"

"You kept asking me about the wind until I opened my mouth — that's what you did!"

The Fox shrugged his shoulders.

"Why did you open your mouth?"

"Well, you can't say 'North!' without opening your mouth, can you?" the Bear demanded.

The Fox laughed heartily.

"See here, Osmo, don't blame me. Blame yourself. If I had had that Grouse in my mouth and you had asked me about the wind, I should never have said, 'North!'"

"What would you have said?" the Bear asked.

Mikko, the rascal, laughed harder than ever. Then he clenched his teeth and said:

"East!"

Parker Fillmore

LESSON 38

Purpose: to teach pupils to:
draw conclusions as they listen.

Suggested Procedure: 1. Read Section 1. Ask the pupils to choose one word to describe each of (a) the cat, (b) the parrot. Then ask for evidence of the kind of behavior indicated by the word.

2. Read Section 2. Ask different pupils to describe the incidents involving (a) the parrot, (b) the woman, (c) the man, (d) the king, (e) the crabs.

In two columns on the board, record briefly (i) what each said to the cat, and (ii) the cat's reaction.

3. On the basis of the evidence gathered above, have a brief sentence composed to describe the cat. (For example: *He is cruel and selfish.*)

4. Read Section 3. Ask:

What was the cat's big mistake?
How do you know?

5. Re-read for enjoyment during a later period.

Story:

THE CAT AND THE PARROT

1. Once there was a cat, and a parrot. And they had agreed to ask each other to dinner, turn and turn about: first the cat should ask the parrot, then the parrot should invite the cat, and so on. It was the cat's turn first.

Now the cat was very mean. He provided nothing at all for dinner except a pint of milk, a little slice of fish, and a biscuit. The parrot was too polite to complain, but he did not have a very good time.

When it was his turn to invite the cat, he cooked a fine dinner. He had a roast of meat, a pot of tea, a basket of fruit, and, best of all, he baked a whole clothes-basketful of little cakes!—little, brown, crispy, spicy cakes! Oh, I should say as many as five hundred. And he put four hundred and ninety-eight of the cakes before the cat, keeping only two for himself.

Well, the cat ate the roast, and drank the tea, and sucked the fruit, and then he began on the pile of cakes. He ate all the four hundred and ninety-eight cakes, and then he looked round and said:—

“I'm hungry; haven't you anything to eat?”

2. “Why,” said the parrot, “here are my two cakes, if you want them.”

The cat ate up the two cakes, and then he licked his chops and said, “I am beginning to get an appetite; have you anything to eat?”

“Well, really,” said the parrot, who was now rather angry, “I don't see anything more, unless you wish to eat me!” He thought the cat would be ashamed when he heard that—but the cat just looked at him and licked his chops again,—and slip! slop! gobble! down his throat went the parrot!

Then the cat started down the street. An old woman was standing by, and she had seen the whole thing, and she was shocked that the cat should eat his friend. “Why, cat!” she said, “how dreadful of you to eat your friend the parrot!”

“Parrot, indeed!” said the cat. “What's a parrot to me?—I've a great mind to eat you, too.” And—before you could say “Jack Robinson”—slip! slop! gobble! down went the old woman!

Then the cat started down the road again, walking like this, because he felt so fine. Pretty soon he met a man driving a donkey. The man was beating the donkey, to hurry him up, and when he saw the cat he said, “Get out of my way, cat; I'm in a hurry and my donkey might tread on you.”

“Donkey, indeed!” said the cat, “much I care for a donkey! I have eaten five hundred cakes, I've eaten my friend the parrot, I've eaten an old woman,—what's to hinder my eating a miserable man and a donkey?”

And slip! slop! gobble! down went the old man and the donkey.

Then the cat walked on down the road, jauntily, like this. After a little, he met a procession, coming that way. The king was at the head, walking proudly with his newly married bride, and behind him were his soldiers, marching, and behind them were ever and ever so many elephants, walking two by two. The king felt very kind to everybody, because he had just been married, and he said to the cat, “Get out of my way, pussy, get out of my way,—my elephants might hurt you.”

“Hurt me!” said the cat, shaking his fat sides. “Ho, ho! I've eaten five hundred cakes, I've eaten my friend the parrot, I've eaten an old woman, I've eaten a man and a donkey; what's to hinder my eating a beggarly king?”

And slip! slop! gobble! down went the king; down went the queen; down went the soldiers,—and down went all the elephants!

Then the cat went on, more slowly; he had really had enough to eat, now. But a little farther on he met two land-crabs, scuttling along in the dust. “Get out of our way, pussy,” they squeaked.

“Ho, ho ho!” cried the cat in a terrible voice. “I've eaten five hundred cakes, I've eaten my friend the parrot, I've eaten an old woman, a man with a donkey, a king, a queen, his men-at-arms, and all his elephants; and now I'll eat you too.”

And slip! slop! gobble! down went the two land-crabs.

3. When the land-crabs got down inside, they began to look around. It was very dark, but they could see the poor king sitting in a corner with his bride on his arm; she had fainted. Near them were the men-at-arms, treading on one another's toes, and the elephants, still trying to form in twos,—but they couldn't, because there was not room. In the opposite corner sat the old woman, and near her stood the man and his donkey. But in the other corner was a great pile of cakes, and by them perched the parrot, his feathers all drooping.

"Let's get to work!" said the land-crabs. And, snip, snap, they began to make a little hole in the side, with their sharp claws. Snip, snap, snip, snap, — till it was big enough to get through. Then out they scuttled.

Then out walked the king, carrying his bride; out marched the men-at-arms; out tramped the elephants, two by two; out came the old man,

beating his donkey; out walked the old woman, scolding the cat; and last of all, out hopped the parrot, holding a cake in each claw. (You remember, two cakes was all he wanted?)

But the poor cat had to spend the whole day sewing up the hole in his coat!

Sara Cone Bryant

LESSON 39

Purpose: to teach pupils to:
enjoy figurative language when listening.

Incidental Experience: to form sensory images when listening.

Suggested Procedure: 1. Read the entire story. This may be done in a separate lesson.

2. Comment that the author has tried very hard to help us see the pictures in his story. Instruct the pupils to listen closely as you re-read parts of the story. Following the reading of each section, direct attention to the underlined phrases.

For example:

Section 1 — Ask: What words does the author use to show (i) that Richard rushed out of bed; (ii) how the snow is falling; (iii) that Richard is delighted by the snow.

Encourage evaluation and develop further understanding of the expressions by such questions as:

- (i) Does the author mean Richard fell as he got up?
- (ii) Have you seen snowflakes fall that way?
- (iii) Have you ever seen a child so happy he hugged himself?

Section 2 — What words tell Richard is hurrying? What does Richard mean when he says, "I've got both eyes wide open and both ears up"? Why didn't he just say "I'm watching and listening"?

Section 3 — How does the author say that the snow is falling softly? Picture Richard as the snow falls: "He wiggled his nose and blinked his eyes." Why is he doing that? What did Richard make in the snow?

Section 4 — What two words tell how the snow is falling now? Why are these good words to use? How did the snow "make little ledges" along Richard's whiskers?

Section 5 — Did Richard really jump a foot in the air? Why did the author say he did?

Section 6 — Why would Ferrell Fox's family be glad to see a visitor?

Section 7 — What tells that Richard is really frightened?

Section 8 — How do you know Richard is laughing very hard?

Section 9 — What tells us Richard is very frightened even when he's laughing?

Section 10 — How fast is Richard running?

Section 11 — What words show how close the fox is coming?

Section 12 — How long did it take Richard to fall asleep?

3. Re-read the story in a later story period.

Story:

RICHARD RABBIT'S MAGIC CLOAK

1. Richard Rabbit tumbled out of bed and rushed over to the window and looked out. Soft flakes of snow whirled like tiny pinwheels and settled against the window pane. "Gee whillikins!" chuckled Richard, hugging himself with glee. "This is a fine day for me to go exploring. I must get out this very minute!"

2. He crept to the door and peeked down the long hallway. There was no one in sight. Everyone was fast asleep and snoring. Quietly Richard slipped out the kitchen door and bounded for the creek and the willow grove.

Old Bill Crow called out from the sycamore tree, "Hey, Richard! You're leaving some mighty big tracks in that soft snow. Better watch out!"

"Oh, I'm watching out," laughed Richard. "I've got both eyes wide open and both ears up. I'm being careful."

3. Richard scampered on through the snow. He turned a somersault and made a row of snow angels. Then he made some little snow men. The snow fell fast. Richard wiggled his nose and blinked his eyes as the flakes feathered down over his face. He was having a fine time.

4. "I think I'll go up to Mr. Wilshire's orchard and get some apple bark," said Richard to himself. "I've been hungry for apple bark for two days."

Richard went down across the meadow and up through the woodlot. He looked all around and he felt very safe. There wasn't any sign of an enemy. The snow fell faster and faster. It stuck on his eyelids and made little ledges along his whiskers. It twinkled and tumbled in every direction until Richard could hardly see in front of his nose. Finally, he stopped hopping.

"I think I'll crawl in that clump of high grass and wait for the snow to stop. It's snowing feather beds," said Richard uneasily.

5. "It certainly is, my dear fellow," said a voice from inside the clump of high grass.

Richard jumped a foot in the air. There looking straight into his eyes was hungry Ferrell Fox.

"This really is some snow," said Ferrell grinning broadly.

"Yes, it is," said Richard weakly. "I don't like so much snow."

"Nor do I," replied Ferrell as he laid a strong paw on Richard's shoulder. "Suppose we run over to my house and wait for it to stop snowing."

"I wish I could go with you," said Richard feeling scared inside, "but I'm on my way up to Mr. Wilshire's orchard to get my breakfast. I'll visit you some other time."

"Oh, I'll get you some breakfast over at my house," said Ferrell. "My house isn't far from here. Just over the next hill and down across a gully and over to a thicket."

"I'd like to go with you," stammered Richard trying to sound friendly, "but Mother is expecting me home any minute and if I'm gone too long I'll get a scolding."

6. "Then you most certainly must go home with me," said Ferrell politely. "There'll be no scoldings for you there. We've had no visitors for three days and my family will be very glad to see you."

"I-I'm sure they would," said Richard, feeling more and more uncomfortable, "and I'd like to see your family, but I must really be getting back home."

"You're going with me," growled Ferrell and his jaws snapped shut so loudly that Richard shivered and wished that he were two hundred miles away from Ferrell Fox and his hungry family.

"Come along, Richard," said Ferrell. "We must hurry home." And he gave Richard a shove.

7. Poor Richard! He looked to the right of him and to the left of him. He looked up and he looked down but he could see no way to escape. He and Ferrell marched down through the woodlot and headed up over the hill. The hill grew steeper and the snowflakes fell faster and Richard's heart sank. He tried to think of one of his clever tricks but he couldn't think of a single one. All he could think of was the delicious rabbit stew that Ferrell Fox was planning to make out of him and it was such an awful thought that he shook from the tip of his ears down to his little fur toes.

8. At last, as they reached the top of the hill and started down toward the gully Richard knew that he would have to think of something. Suddenly, he began to laugh. He held his sides and laughed until the tears ran down his plump fur cheeks.

Ferrell stopped and stared at him. "What are you laughing at, Richard?" he asked. "I don't see anything funny. What is it?"

9. "Oh, nothing that would interest you," Richard chuckled, rolling over and over in the snow. "I was just thinking of a clever trick you could play on your family."

"I don't want to hear about your clever tricks!" Ferrell snapped, showing his hungry teeth. "And don't laugh so loudly. I don't want Mr. Wilshire's dog chasing me."

"I don't want him chasing me either," said Richard, wiping the tears from his eyes. "I don't like dogs any better than you do, but most of the time I don't have to be afraid of them."

"How's that?" Ferrell asked. "Why don't you have to be afraid of dogs all of the time?"

"Oh, because most of the time I have my magic cloak and when I am wearing it my enemies can't see me," said Richard carelessly.

"Your magic cloak! That's ridiculous!" scoffed Ferrell.

"I suppose so," said Richard. "If you have never owned a magic cloak it must sound foolish to you."

Ferrell walked along in silence. The gully was in sight and Richard's heart began to pound. He looked up into Ferrell's hungry eyes and they were puzzled. That made Richard feel much better. He reached over and gave Ferrell a friendly pat. "I wish I had my magic cloak. You would have been welcome to it," said Richard. "It might have come in handy when you wanted to visit a hen-house."

10. "I don't believe a word of your nonsense," said Ferrell angrily. "If your cloak made you so safe from your enemies why weren't you wearing it when I came by?"

"Foolishness!" said Richard. "I was trying to be careful of it and I took it off while I was making snow angels and forgot to put it back on. It is lying safe and snug where I left it."

The two walked on and Ferrell didn't say anything more for a long time. Then he stopped and said, "We have plenty of time, Richard. We'll go back and get your magic cloak."

"Just as you say," said Richard. "I won't need it any more, but if you want it I'll show you where it is."

Slowly Richard turned around and led the way back up the hill, down through the woodlot and over across the meadow to the creek. Ferrell kept right at his heels. Then Richard went up through the willow grove and stopped beside a big, hollow log.

"The cloak is in there," he said pointing to the hole. "Shall I go in and get it?"

"Certainly," said Ferrell, "only I'll hold on to one of your hind legs while you do."

"Oh, that's all right," said Richard. "I can reach it without any trouble."

Ferrell took a tight hold on Richard's hind leg and Richard crawled inside the log as far as he could go with one foot held fast. Then Richard began to slap and pull and grunt and yell.

"You get off my cloak!" he squealed. "Get up off of it. I want it!"

The surprised Ferrell held on to Richard's leg and tried to see inside the log at the same time. Presently Richard came out. Big tears ran down his cheeks and dripped on the snow.

"What shall we do?" he asked. "That fat, stupid woodchuck has pulled my cloak under him for a pillow and he won't budge off of it."

"I'll make him get off of it," chuckled Ferrell thinking of his fine breakfast of fat woodchuck and tender rabbit. "I'll reach in and move him."

Ferrell crouched down and looked inside the log. "I can't see a thing in there," he exclaimed, "except a very dark hole. There isn't any woodchuck in there."

"That proves it!" cried Richard hopping up and down with excitement. "That fat woodchuck has pulled my magic cloak up over him so you can't see him. He's clever but we'll get him. He can't have my magic cloak. I'll pull on you and help you pull him out."

Richard took one of Ferrell's hind legs and began to pull with all his might.

"Stupid! Wait until I get inside the log," cried Ferrell disgustedly.

"Oh, I'm sorry," Richard apologized. "Tell me when to start pulling."

Ferrell stretched out and crawled inside the log. Richard held on to his leg until he was well inside. Then Richard let go and bounded off through the willows.

11. "Come back!" screamed Ferrell.

But Richard didn't come back. In and out through the bushes and willows he darted with Ferrell snapping at his heels. At last, with a great leap, Richard sped down under the roots of the friendly old cottonwood tree and crept back out of Ferrell's reach.

12. "Gee whillikins! It's good to be home again," murmured Richard as he crept back into bed and pulled the covers up over his limp ears. "I wish I really did have a magic cloak." A sleepy smile spread over his face and in three bunny hops he was fast asleep and snoring just as any wise little rabbit would be doing on a snowy winter day.

Rose Ross

LESSON 40

Purposes: to teach pupils to:
distinguish between fact and fancy when listening to poetry;
have pupils recognize the meaning of the connective "but."

Suggested Procedure: 1. Read the entire poem — except for the last line. Instruct the pupils to listen and find out who the two people mentioned in the poem are.

2. Read each stanza separately. Before each, ask what the little girl saw (heard) and what Mrs. MacPherson saw (heard).

3. Discuss who is right. Guide pupils to see that Mrs. MacPherson is being very matter-of-fact, while the little girl is playing a game of make-believe — that each is right in her own way.

4. Ask whether the little girl knows she is just pretending; and read the *entire* poem including the last line.

5. Have the pupils close their eyes and picture each scene as the little girl sees it, and as Mrs. MacPherson sees it.

Re-read the poem. Ask what word in each verse indicates that Mrs. MacPherson will see something different.

6. Ask the pupils to listen for the change in the sound of the poem after the word "but" in each verse. Re-read the poem.

7. Have several pupils describe how Mrs. MacPherson looks.

Poem:

MRS. MACPHERSON

Across our yard, close by the fence, I know a talking tree
That listens to my secrets and whispers back to me.

But Mrs. MacPherson,
Who lives very near,
Says the rustle of breezes
Is all that I hear.

There in my tree, one summer day, I saw the Fairy Queen;
She called to me in robe of gold amid the leafy green.

But Mrs. MacPherson,
Who lives 'cross the street,
Says a wee yellow birdie
Was chirping tweet-tweet.

And not so very long ago, a friendly bright-eyed Elf
Peeked 'round my tree to say Hello; I saw him there myself.

But Mrs. MacPherson,
Who lives all alone,
Says a bonnie brown bunny
Had wandered from home.

Poor Mrs. MacPherson!

Alice M. Stewart

LESSON 41

Purpose: to teach pupils to:
make inferences as they listen.

Suggested Procedure: 1. Read the story in sections. Following each section, ask inferential questions. Discuss the answers, helping the pupils to realize that the story did not *directly* answer the questions but did provide information on which the answers could be based. Point out that each time they must *think* about what is said and done to arrive at the correct answer.

Suggested questions:

- Section 1 — What does Jessica like to do?
Does Jessica enjoy her little brother?
Does Jessica's mother really like her to play in the Jungle?
 - Section 2 — What is Miss Gertrude doing?
What darted down the stairs?
 - Section 3 — How does Miss Gertrude feel about mice?
How do you think Jessica feels?
 - Section 4 — Does Mr. Baxendale mind the mice making nests in the attic?
Will he help Jessica?
 - Section 5 — Has Mr. Baxendale caught mice before?
 - Section 6 — What will Jessica's mother say when she finds out what's in the box?
 - Section 7 — Does Jessica really believe that she has a Nelephant?
Does her mother believe it?
 - Section 8 — Repeat the earlier question: Does Jessica enjoy her little brother?
 - Section 9 — Why did Jessica's mother promise her a puppy? (In discussing this help the pupils to find a satisfactory answer to the question the author has left with the reader: Is Jessica's mother just bribing her to get rid of the mouse, or has she realized how lonely she is?
2. In a follow-up discussion you might develop an oral character sketch of Jessica, Mr. Baxendale, Miss Gertrude, or Jessica's mother.
 3. List the names (from above) on the board and have the pupils list the characteristics of each.

Story:

A NELEPHANT NAMED GODFREY

1. This morning, just like every other morning, Jessica waited until Mama was busy feeding Davey. Then she opened the door quietly and ran across the yard.

"Jessica!"

Mama had come to the door with the baby in her arms.

"Where are you off to?" she said.

"I'm just going into the Jungle . . . can't I, Mama?" Jessica scuffed in the dust with her sneakers and looked at Mama wistfully.

"Well, okay. But remember," added Mama, "no bugs or beetles this time!"

"I'll 'member," promised Jessica.

"And don't bother the Baxendales!"

"I won't," Jessica called back as she skipped through the hedge into the next yard.

Here, behind Miss Gertrude's house, stretched the Jungle — a thick mysterious tangle of long grass and lilac bushes and gnarled old apple trees. Here, Jessica could hunt for lions and tigers — and maybe even a Nelephant!

2. It was a lovely day to look for a Nelephant. The bees hovered over the phlox and petunia beds, and a golden butterfly flew ahead of Jessica down the path. She reached to capture it, but it fastened itself high on the kitchen screen. Jessica pressed her face against the screen and peered within.

"Miss Ger-trude!" she called.

"Come in, come in. I'm just tryin' to red up some o' that awful clutter in the attic," Miss Gertrude said.

She opened the stairway door that led to the attic.

They reached the top of the steep flight of stairs, and Jessica saw a lovely jumble of old books and picture frames, a cradle, and clothes shrouded in sheets. Miss Gertrude set to work again. She swiped at the rafters with her broom, all the while talking to Jessica just as if she were a grown-up.

She kept stabbing away at the cobwebs under the eaves. Jessica watched, fascinated by the big spiders that dropped down and scampered away on furry black legs. At last Miss Gertrude brought her broom down to rest and began to heave on a trunk. Suddenly there was a flash of movement behind it, and something small and gray and furry darted between her and Jessica and fled down the attic stairs.

3. "MY GODFREY!" screamed Miss Gertrude. She seized her broom and rushed down the stairs. Jessica followed close behind.

"What's the matter, Miss Gertrude?" she whispered.

"Them beasties! I'll get everyone of 'em, I will! Dirty things that they are — makin' tracks all through Paw's winter clothes! Where are you hiding now, you little varmint!"

Miss Gertrude had forgotten about Jessica in her excitement. She was making vicious swipes all about the kitchen and peering under the wood stove and the icebox and the sink.

Suddenly the screen door snapped loudly behind her. Miss Gertrude straightened with a jerk.

"Paw!" she screamed. "Don't let that thing out o' here! Shut the door! Quick!"

But it was too late. Mister Baxendale stood by the open kitchen screen. A small furry object scuttled between his legs and was gone.

"My Godfrey, Paw! Now you done it!" said Miss Gertrude. "I wanted to catch that little varmint in the worst way!"

4. "Poor wee things," he said with a sigh. "They mean no harm."

"... an' you should just see your old winter overcoat up there," finished Miss Gertrude. "Must 'a' made a nest in the pockets, they did!"

With a sniff, she seized her broom and retreated up the stairs again.

"Ah, well . . ." The old man fell silent, and Jessica used this moment to reach up and tug his sleeve.

"Mister Baxendale," she whispered.

"Yes, sweetie?"

"Mister Baxendale," repeated Jessica very seriously, "could you find him again, huh?"

"What, child?"

"Could you find him again an' let me have a box to put him in an' we'll give him something to eat, huh?"

Mister Baxendale stared at her for a full minute. Then a slow smile spread across his face.

5. "Aye," he whispered back. "That's what we'll do. Find him . . . an' get him into a box . . . an' then give him something to eat . . ."

Without another word, Mister Baxendale headed for the cupboard and pulled down a shoebox from the top shelf. Into this he scattered some bits of cheese and bacon and even some of Miss Gertrude's best pound cake. Next he cut an opening in one end of the box and pulled it aside with a string, in the manner of a door.

"Now, we're all set," he said.

Mister Baxendale and Jessica tiptoed across the kitchen and softly opened and shut the screen door. Then Mister Baxendale motioned to Jessica to wait on the back veranda. Obediently, she settled herself in the rocker. Mister Baxendale set down the shoebox beside the steps, taking care to pin the string back. Now he poked around gently under the veranda with his favorite switch.

"C'mon, c'mon there, wee one," he crooned. "Here's some lovely cake and cheese — with not a trap in sight! . . . He's in there all right," whispered Mister Baxendale to Jessica. "If we're quiet as quiet, maybe he'll come out . . ."

The old man sat on the lowest step and waited. Jessica held her breath. There was no sound save the distant scraping of a broom. Mister Baxendale cupped a hand to his ear and gazed intently down at the long grass at his feet.

Suddenly he looked up at Jessica and pointed. There was a small rustle among the weeds, and Mister Baxendale stooped swiftly over the box.

"Got him!" he cried, forgetting to be quiet any longer. "An' he's the cutest li'l feller you ever saw!"

6. Jessica bounded out of the rocker.

"Can I have him, Mister Baxendale? Can I have him now?"

"Well now . . . I don't know," said Mister Baxendale sadly. "He won't have much of a life around here an' I'd shore like to find the li'l feller a good home . . . but you know how your Maw feels about animals . . ."

"I'll feed him," said Jessica eagerly. "We got cheese an' bread an' bacon at home . . . an' I can give him some of Mama's cake . . ."

"We-ell . . . if your Maw says it's okay . . .," said Mister Baxendale, a little doubtfully.

"I'm sure Mama would like me to have him," went on Jessica, "'cause then I'll have someone to play with. Mama always tells me to play when she's busy with Davey . . ."

Mister Baxendale slowly handed the shoebox over to Jessica.

Jessica waited until he had disappeared into the house. Then, with careful steps, she carried her precious burden down the side path, through the hedge, and around to the kitchen door.

"Jessica, is that you?" called Mama. "I've just got Davey off to bed and I've been looking all over for you."

"Will you open the door, Mama, please?" said Jessica.

"Okay. I'll be there in a minute . . . I suppose you've been over to the Baxendales again . . . What have you brought back this time?"

7. Mama swung the door wide and gazed down at the shoebox.

"It's a Nelephant," explained Jessica.

"A-a what?"

"A Nelephant," repeated Jessica. "Mister Baxendale got him for me . . . an' oh, Mama! he's all soft an' gray an' he's got pink ears! But his nose is kinda short — that's 'cause he isn't all growed up yet — an' Mister Baxendale wants me to feed him an' look after him 'cause Miss Gertrude doesn't like Nelephants much . . ."

"Jessica," demanded Mama, looking a little pale, "what have you got in that box?"

"I tole you," said Jessica. "It's a Nelephant an' his name is Godfrey."

8. Mama backed away.

"Jessica, if you've brought home what I think you have, you just get rid of that shoebox . . . right here and now!"

"But, Mama . . ."

Then it happened. Jessica clutched the box to her, the string broke, and the door flew open. A little gray ball of fur scuttled down the front of Jessica's dress and darted away. Mama quietly screamed.

"He's gone!" sobbed Jessica. "Godfrey's gone! . . . You got a baby," she told Mama accusingly, "but I got nobody for a pet!"

"DAVEY!" gasped Mama, and she ran from the room. "Oh, my poor baby!"

9. Jessica followed tearfully. At the door of Davey's room, both of them stopped short.

"There's Godfrey!" yelled Jessica, while. Mama just stared and grew paler.

Davey was sitting up in his crib, gurgling and drooling as he always did when he was happy. And there, running back and forth over the blue coverlet, was Godfrey!

"See! Davey likes Godfrey too!" exclaimed Jessica, and she ran over to the crib.

Mama found her breath at last.

"Jessica," she said, in a queer voice, "Jessica, darling, if you get that . . . that . . . Godfrey out of here, I'll make you a promise . . ."

"But, Mama . . ."

"Please, honey? You know, dear," Mama's voice had now straightened out a little, "it's not right to keep animals shut up in a box. They like to be free, to run around outside . . . just like you . . ."

Jessica looked at Mama a little doubtfully.

"But Godfrey's a Nelephant!"

"Yes, dear," said Mama. "And Nelephants grow so big they have to live in a jungle! Why, we wouldn't have nearly enough room for him here!"

Jessica still hesitated.

"I'll tell you what I'm going to do, Jessica. If you take Godfrey back to the Jungle, I'll get you a real live puppy you can keep all for yourself!"

"Will you, Mama?"

"I promise."

Jessica made up her mind.

"Okay," she decided, "I'll do it. I'll ask Mister Baxendale to help me catch Godfrey again an' take him out to the Jungle . . ."

"Yes, dear."

"An' you know when I get my puppy?"

"Yes, dear?"

"I'm going to play with him every day an' feed him cheese an' bacon an' cake . . ."

"Ye-es, dear."

"An' do you know what I'm going to call him?" said Jessica.

"No, dear."

"Gertrude," said Jessica happily. "His name's gonna be 'Gertrude!'"

Marion Bell

LESSON 42

Purposes: to teach pupils to:
make inferences as they listen to poetry;
have pupils form sensory images in response to poetry.

Note: The ability to make inferences is basic to the enjoyment of poetry. However, you are reminded (see Lesson 25) that prolonged discussion of a poem is not conducive to poetry appreciation at this stage. Several selections are therefore suggested. You may prefer to treat each in a separate, *short* lesson.

Suggested Procedure: 1. Comment that poems are often very short, and so the poet depends on us to *think* about what he says and add part of the story ourselves.

2. Before reading each of the following poems, briefly introduce it and present a problem. Following the reading, discuss the answer and ask further inferential questions. (Specific suggestions are given for each poem.) Keep the discussion *brief* and *lively*.

3. *Always* re-read the poem following the discussion.

1.

WHAT THEY ARE FOR

Curbstones are to balance on
Far from the ground.
Railings are to slide upon
And trees for running round.

Fences are for wriggling through,
Cracks and holes to hop,
And, though she does not like us to,
Puddles are to plop.

Dorothy Aldis

1. Find out who "she" is in this poem.
2. (Have a pupil pantomime the child's activities as you read the poem.)
3. Think of a word to describe the child in the poem.

2.

ONE DAY WHEN WE WENT WALKING

One day when we went walking,
 I found a dragon's tooth,
 A dreadful dragon's tooth.
 "A locust thorn," said Ruth.

One day when we went walking,
 I found a brownie's shoe,
 A brownie's button shoe.
 "A dry pea pod," said Sue.

One day when we went walking,
 I found a mermaid's fan,
 A merry mermaid's fan.
 "A scallop shell," said Dan.

One day when we went walking,
 I found a fairy's dress,
 A fairy's flannel dress.
 "A mullein leaf," said Bess.

Next time that I go walking —
 Unless I meet an elf,
 A funny, friendly elf —
 I'm going by myself!

Valine Hobbs

1. What is the speaker's favorite game?
2. What might she call Ruth, Sue, Dan, and Bess?
3. Why would she like to go walking with an elf?
4. Could you play the game with her? (Have pupils suggest "treasures" they might find.)

3.

THE WORKSHOP

Father has a workshop
 with a table and a scale
 and a cupboard full of cubbies
 for every kind of nail,
 and a hammer and a hatchet
 and an anvil and a brace ...
 and Father seems to know the
 minute things are out of place!

Father has a grindstone
 that wobbles in its frame,
 and he has a sort of pickaxe
 with a very funny name,
 and a wood rasp and a chisel
 and a sickle for the lawn ...
 and Father seems to know the
 minute anything is gone!

Aileen Fisher

1. Find out if a boy or a girl is speaking.
 2. What does he like to do?
 3. Does his father take good care of his tools?
 4. Do you think he is ever allowed to use his father's tools?
 5. Have the pupils listen as you re-read the poem and picture the speaker admiring his father's tools. Ask them to listen for the change in the sound of the poem when his father finds something has been touched.
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LESSON 43

Purposes: to teach pupils to:
 distinguish between fact and fiction as they listen to a story;
 encourage the enjoyment of figurative language.

- Suggested Procedure:**
1. Read Section 1 of the story "The Big Barnyard." Have the pupils consider whether or not this could really happen. Guide them to see that, while animals do not talk, the author might be writing what they *seem to be saying*; and that except for the talking animals this might be a typical farmyard scene.
 2. Relate the expression, "a feeling in my bones" to those used by the animals.
 3. Follow a similar procedure with Section 2, but focus attention on the addition of new make-believe elements. (For example, the goat in the tree, the donkey's hat, the mule's interest in the hat.)
 4. Have the pupils recognize in Section 3 a fairly realistic description of the confusion a sudden whirlwind might cause in the farmyard.
 5. In Section 4, discussion should again bring out that, except for the element of fancy injected by the donkey's hat, the picture of the wind tossing a hat from point to point is quite realistic.
 6. Pupils should recognize the return to completely fanciful elements in Section 5, and be able to point out the incidents that are fanciful.
 7. Section 6 brings a return to normal — and then a final fanciful touch in the donkey's wish.
 8. After discussing each section, consider the story as a whole and point out to the pupils that a good make-believe story is usually *based* on something that could really happen but has make-believe elements added. Return to Section 1 and point out that animals usually sense an oncoming storm and are quite disturbed by it, that the author has merely added conversation to the typical actions of the animals. Point out too, the sudden end of the storm and the characteristic quiet that accompanied it — to which the author has added the donkey's wistful comment.

Story:

THE BIG BARNYARD

1. Once there was a big, big barnyard. It had a big white fence around it, and a big red barn in it. And everybody in the big barnyard was big, and very busy.

One morning the big black rooster was up extra early. He hopped up on the big white fence and flapped his big wings.

"Cock-a-doodle-do," he crowed. "Get up, everybody! Something's going to happen. I can feel it in my comb!"

The big speckled hens tumbled down from the roost. They cackled and cackled.

"What's going to happen?" they asked each other.

The big white ducks waddled to the duck pond.

"Quack, quack, quack," they said, swimming all around. "Whatever's going to happen, we can feel it in our big webbed feet."

The big gray goose ran to the corn pan and picked at the corn.

"Yes," she honked thoughtfully, "something is going to happen. I can feel it in my neck!"

"Gobble," went the turkey, "gobble, gobble, gobble!" up and down the barnyard.

"Something has to happen," he thought, "'cause it's much too hot."

And the big pig, grunting in the pig pen, peeped through the fence.

"Something's going to happen — grunt. Something's going to happen — grunt. I can feel it in my snout."

2. The big gray goat climbed up the apple tree. He stood on a stout branch and looked at the sky. "Something's going to happen. I can feel it in the air."

Three big white sheep were grazing in the meadow. They chewed on the long grass, and muttered and stared. "What's going to happen?" they bleated uneasily. "We can't feel anything. Our wool is too thick."

And the long-eared donkey, in his fine straw hat, gazed into the duck pond, primping and preening.

He was so proud of that hat that he never did anything. He never helped the mule and he never helped the horse.

"I don't care what happens," he brayed to himself, "so long as nothing happens to my good straw hat."

But the big brown mule, pulling the big plow, plowing up the cornfield, looked at the straw hat and sighed to himself:

"I wish something would happen to let me have a big hat with holes for my ears!"

The big dappled gray horse was pulling a wagon, piled up like a haystack with warm fragrant hay. He trotted to the barn door and then he stood still.

"Something's going to happen," he whinnied. "I can hear it in the creaking of the big wagon wheels."

The big red cow nodded her head. She switched her long tail and stamped her big feet.

"Something is going to happen," she mooed. "I can feel it in my horns."

The big black bull bellowed in the pasture. He snorted and jingled his chain.

"Something's going to happen. I know it's going to happen!" the big bull bellowed. "I can see it with my eyes!"

3. Everybody looked where the big bull was looking.

Up on the barn roof, the weather vane swung faster and faster. Soon it was spinning.

And something has to happen when a big wind blows!

"Whooooo-woosh!"

Down came the big wind. It blew across the pasture. It blew across the barnyard. It whistled round the barn! It slammed both the barn doors, and howled around the pig pen, and blew up the dry dust, and ruffled the duck pond.

It blew the big black rooster right off the fence. It blew the white ducks straight across the pond! It picked up the gray goose and sent her sailing over the big white fence out into the corn!

It blew the turkey's gobble right out of the turkey.

It blew the pig's curly tail out straight as a string.

It blew the saucy goat out of the apple tree — bump, on his horns!

It blew through the sheep's wool, making little woolly holes.

4. "Brrr," said the big sheep. "We're getting cold!"

It whipped across the barnyard, lifted up the donkey's hat, and carried it away. Down came the hat, right on the mule's head.

"My, what a fine hat," the mule laughed. "It's good to keep the sun off."

But pouff! went the hat, blown off the mule's head — blown on to the horse's head all in a wink!

"Good," said the horse. "Now I have a fine hat, with holes to let my ears twitch."

But back came the big wind. It blew the hat off the horse's head. It took the hat whirling to the big red cow.

The hat dropped on the cow's horn —

And blew off the cow's horn —

And landed on the bull's nose, right around the ring.

The big bull bellowed and tossed his big head.

Up went the straw hat — across the dusty barnyard, and over the fence. It rolled through the pasture and rolled down the big hill.

5. "Somebody stop it!" brayed the big donkey. "Somebody catch it! Somebody grab it!"

The rooster tried to grab it, but as he reached, he stubbed his toe.

The hens tumbled down the hill, head over heels.

The ducks, dripping water, went waddling and quacking.

The goose hissed, "Stop it!" and reached for the hat.

The saucy goat clattered after it, too.

The mule cantered down the hill, dragging the plow.

The horse ran as fast as he could, but it wasn't nearly fast enough.

And the hat went whirling away out of sight.

"It's gone," mooed the big cow.

"I'm glad," snorted the bull.

"Oh, well," said the donkey. "I really don't care."

6. The weather vane stopped spinning. The wind stopped blowing and the barn doors swung open.

And everybody went in. It was time for their supper and almost time for sleeping.

The donkey sighed once as he went to his hay.

"I hope my hat blows back again."

And maybe it may —

Tomorrow.

Kathryn and Byron Jackson

LESSON 44

Purpose: to encourage pupils to:
form vivid sensory images as they listen.

Suggested Procedure: 1. Have the pupils close their eyes and listen to the entire selection.

2. With the pupils still relaxed and listening, re-read the selection in sections. Pre-face each section with a direction for their listening, as:

Section 1 — Did you see night coming? Listen!

Section 2 — See the birds and animals at night. Listen!

Section 3 — What do you smell at night? Listen!

Section 4 — Watch for the night lights.

Section 5 — Listen for country sounds and city sounds.

Section 6 — Is this how you wake up? Listen!

3. Discuss the pictures presented in two or three of the sections. For example, re-read Section 1 and consider the contrasts the author has drawn: the bright, abrupt setting of the sun and the soft, quiet arrival of night; the bright gold of day and the muted silver of night; the activity of day and the hush of night.

Direct pupils' attention to good descriptive passages as, "soft as a feather dropped from a bird's wing."

4. Re-read the story as the pupils listen, with the heightened perception which should result from the discussion.
5. Section 3 deals with country smells. Pupils might develop a similar paragraph dealing with a city scene.

Selection:**WHO LIKES THE DARK?**

1. The sun goes down loud and bright. But the night comes down soft as a feather dropped from a bird's wing. The day is golden, and the night is silver. The day is for growing and running and working. The night is for listening and resting and dreaming.

2. At night the birds nest in trees. For rabbits, and woodchucks, and skunks, the night is the time to eat. Then it is safe to get into gardens and garbage cans because people are in houses, asleep.

3. Night is the cool time. It brings the dew and the sweet night smells. The dew is a drink for hot plants and for thirsty animals. Pine trees smell sharper, roses smell sweeter, and the new-cut grass smells like fresh hay.

4. The night has light, too — the warm, yellow lights in houses, the strings of lights on the streets. There are the twinkling lights from the stars and the delicate light from the moon. Shining on the snow, shining on a lake, the stars and the moon give a very bright light. And the big dipper keeps time all night long around the North Star.

5. In bed, in the country, you can hear the near sounds of frogs, croaking in a pond. You know that they're playing leap-frog and swim-to-the-lily-pad. From the barn and the pastures are the sounds you heard in the day — horses neighing, cows mooing, lambs calling their mothers. Early in the morning and late at night the farmer's truck goes rattling down the road.

In bed in the city there are near sounds. All day you watched the cars and buses, the fire-engines and trucks. Now you hear the honking of horns, the whirr of motors, the squeaking of brakes, the policeman's whistle and the clanging of bells. You hear the sounds, but you remember how the cars look racing down the street, stopping for red lights, how the policeman blows his whistle, and how the firemen ring the bells on the engine.

In bed, in the city and in the country, you hear sounds. They are the sounds that make you dream. The night grows quiet. Almost everybody is asleep. You fall asleep.

6. And before you know it the milkman is delivering the milk to your door. Birds sing and fly. Cats meow to go out-of-doors. You hear the sound of cars going up and down the streets. The sun comes up, and lights your room. And you wake up. It is day again, the golden day for running and playing, after a good night's rest.

LESSON 45

Purpose: to teach pupils to:
recognize space relationships as they listen to a story.

Incidental Experience: making inferences.

Suggested Procedure: 1. Read each section. Following the reading ask a question that requires a recognition of space relationships and then discuss the information which provided the answer. Suggested questions for each section follow. Typical details to support the answer are given for Section 1. Background knowledge should also support the answers. (See Section 3.)

Section 1 — **Where is the raccoon's home?**

- *in* the tree
- *deep* in the woods
- woods are *all around us*
- do they *ever* end?
- *past* the running stream, *past* the berry bushes, *past* the open grass.

Section 2 — **Where are the rabbits and skunks going?** (They are going *by*.) **Does this suggest a path, or just an amble among the bushes? What is their destination?**

Section 3 — **Why did he climb a tree?**
Why didn't he see the outside world?

Section 4 — **If the tall tree was not high enough, why does Little Raccoon think a tall bush might be?** (Pupils should note the sequence past the stream, past the berry bushes, past the open grass and recognize the diminishing height of the obstacles.)

Section 5 — **What did he see by standing tall?**
Why did he run on?

Section 6 — **Where is Little Raccoon?** (The light in his face, pulling something, jumping down, all suggest that he is up on a table or chair.)

Section 7 — **Show what Little Raccoon did.** (Pantomime showing the "push," "ran away," "pushed," "pulled," "twisted," "ran away.")

Section 8 — **Will Little Raccoon want to go back to the outside world?**

2. Discuss the events in the farmer's house. Pupils' must infer what, exactly, Little Raccoon did. Guide them in identifying the three things he touched and have them describe the sequence of events that possibly took place.

3. Discuss the inferences made by Little Raccoon as he explains to his mother.

4. Consider the unwillingness of the forest creatures to discuss the outside world with Little Raccoon.

Story:

LITTLE RACCOON EXPLAINS

1. Little Raccoon looked out from his house in the tree.

"Mother," he said, "are the woods all around us?"

"Yes," said Mother Raccoon. "We live deep in the woods, and they are all around us."

Little Raccoon looked out again. "Don't the woods *ever* end?" he asked.

"Oh, yes," said his mother. "Past the running stream, past the bright berry bushes, past the open grass, that's where the woods end."

"What's there — after the woods end?" asked Little Raccoon.

"Why, the outside world," said his mother.

"The outside world!" cried Little Raccoon. "What is the outside world like?"

"It's hard to explain," said his mother. "Why don't you run out and play?"

2. Little Raccoon ran out, but he didn't play. He sat down to think.

Mother Skunk came by with her little ones.

The little ones wanted to play, but Little Raccoon wanted to think.

"Please," he said to Mother Skunk. "What is it like in the outside world?"

"Way out there?" said Mother Skunk. "Past the running stream, past the berry bushes, past the open grass — where the woods end?"

"Yes! Yes!" said Little Raccoon.

"It's hard to explain," said Mother Skunk, and she went on with her little ones.

Little Raccoon sat down to think again.

Soon Father Rabbit came by with his little rabbits. The little rabbits wanted to play, but Little Raccoon wanted to think.

"Please," he said to Father Rabbit. "What is it like in the outside world?"

"Way out there?" said Father Rabbit. "Past the running stream, past the berry bushes —"

"Yes! Yes!" said Little Raccoon.

"Past the open grass," said Father Rabbit, "where the woods end?"

"Yes! Yes!" said Little Raccoon.

"It's hard to explain," and he went on with his little ones.

3. Little Raccoon sat thinking.

"If I go to the running stream," he said to himself, "I can catch a fish. I can climb a tall tree and maybe I can *see* the outside world!"

Little Raccoon ran all the way to the running stream.

He did catch a fish.

He did climb a tall tree.

But he didn't see the outside world.

4. "If I go on to the berry bushes," he said to himself, "I can eat some berries. I can climb up a tall bush. And maybe *then* I can see the outside world."

Little Raccoon ran all the way to the berry bushes.

He did eat some berries.

He did climb a tall bush.

But he didn't see the outside world.

5. "If I go on to the open grass," he said to himself, "I can catch some bugs. I can stand up very tall. And maybe *then* I can see the outside world."

Little Raccoon ran on to the open grass.

He did catch some bugs.

He did stand up very tall.

And he did see something!

But what was it?

Little Raccoon ran on — just a little more. Just to see a little better. Then he stopped.

"That's it!" said Little Raccoon. "That must be the outside world!"

6. (Little Raccoon was looking at the farmer's house, but of course he didn't know it.)

"What's it like?" he said to himself.

He just had to find out, so he ran in.

(Little Raccoon was *in* the farmer's house, but of course he didn't know it!)

He looked around in surprise.

No trees.

No bushes.

No grass.

But what was this?

And what was this?

What was *this*!

Little Raccoon pulled.

SNAP! A bright, bright light was shining right in his face!

Little Raccoon jumped down and looked some more.

7. What was *this*?
 Little Raccoon pushed.
 WHOOOOSH! A big wind began to blow!
 Little Raccoon ran away from the wind.
 What was *this*?
 Little Raccoon pushed and pulled and
 twisted.
 Swissssssssh! Down came water.
 Cold water.
 Warm water.
 HOT WATER!
 "Ooooooww! cried Little Raccoon, and he
 ran away.
-

8. He ran all the way back to the woods, past
 the open grass.
 (But he didn't stop to catch a bug.)

He ran past the bushes.
 (But he didn't stop to eat berries.)
 He ran past the running stream.
 (But he didn't stop to catch a fish.)
 He ran right to Mother Raccoon.
 "Guess what!" he cried. "I saw the out-
 side world!"
 "And it's not so hard to explain. The out-
 side world is where they keep the sun and the
 wind and the rain."
 "Really?" said his mother.
 "And guess what!" said Little Raccoon.
 "I turned on the sun."
 "I made the wind blow."
 "And then I made it rain, *way out there* in
 the outside world!"

Lilian Moore

LESSON 46

Purpose: to teach pupils to:
 recognize space relationships in poetry.

Suggested Procedure: 1. Read the first two lines of the poem. Discuss where the speaker is, where the ducks were, and where they have gone. Bring out the meaning conveyed by the single word, "under."

2. Read the entire poem. Talk about the child's thoughts as he stands on the bank — his wondering what the ducks do, his worrying lest something happen to them, his trying to guess where they will come up.

3. Ask: **Why is the child surprised when he sees the ducks come up?**
What have they been doing "down there?"

4. Bring out the meaning conveyed by the words "down," "stay," "down there," "up they come." You might have the pupils tell how the idea would be expressed in prose writing (in a story). For example, "down" would probably become "down under the water."

Poem:**REGENT'S PARK**

What makes the ducks in the pond, I wonder, go
Suddenly under?

Down they go in the neatest way;
You'd be surprised at the time they stay,
You stand on the bank and you wait and stare,
Trying to think what they do down there;
And, just as you're feeling anxious, then
Suddenly up they come again,
Ever so far from where you guessed,
Dry and tidy and self-possessed.

What is it makes the ducks, I wonder, go
Suddenly under?

Rose Fyleman

LESSON 47

Purposes: to teach pupils to:
note and recall details as they listen to poetry;
promote the realization that a poem is a condensed form of expression,
and that all the details are usually important.

Suggested Procedure: 1. Tell the pupils that in a poem every detail is important and so they must listen to poetry carefully. Tell them you will read a poem that tells many things about Little Jack Frost. Read the entire poem.

2. Re-read the poem, one stanza at a time. (Read stanzas 1 and 2 together.) Before reading each stanza pose a detail question. Discuss it following the reading.

Stanzas 1 & 2 — When and how did Jack Frost arrive?

Stanza 3 — Listen for three important ideas.

Stanza 4 — What four things does Jack Frost do during the winter?

Stanza 5 — What did Dame Nature do?
How did Jack Frost feel about this?

Stanza 6 — What new signs of spring are there?
Why was Jack Frost glad to go?

3. Re-read the whole poem. Have the pupils relate the sequence of events.

4. Have the pupils close their eyes and picture the changing seasons as you re-read the entire poem. *Encourage*, but do not force, comments on the changing tone of the poem in harmony with the changing scenes.

Poem:**LITTLE JACK FROST**

Little Jack Frost went up the hill,
 Watching the stars and moon so still,
 Watching the stars and moon so bright,
 And laughing aloud with all his might.

Little Jack Frost ran down the hill,
 Late in the night when the winds were still,
 Late in the fall when the leaves fell down,
 Red and yellow and faded brown.

Little Jack Frost walked through the trees,
 "Oh," sighed the flowers, "we freeze, we freeze,"
 "Oh," cried the grasses, "we die, we die."
 Said Little Jack Frost, "Good-by, good-by."

Little Jack Frost went round and round,
 Spreading white snow on the frozen ground,
 Nipping the breezes, icing the streams,
 And chilling the warmth of the sun's bright beams.

But when Dame Nature brought back the spring,
 Brought back the birds to chirp and sing,
 Melted the snow and warmed the sky,
 Then Little Jack Frost went pouting by.

The flowers opened their eyes of blue,
 Green buds peeped out and grasses grew,
 It was so warm and scorched him so,
 That Little Jack Frost was glad to go.

Author Unknown

LESSON 48

Purpose: to teach pupils to:
 listen for important details in a story.

Suggested Procedure: 1. Tell the pupils that, as they listen to a story, they should pick out the most important ideas to remember. Point out that a story is usually much longer than a poem and so we have to *choose* carefully the parts to remember instead of trying to recall all the details.

2. Read and discuss the story, "The Wind and the Loaf," in sections. Ask the pupils to find the important ideas in each section. List these on the board. For example:

Section 1 – The wind is going to play a new trick.

Section 2 – Mrs. Poompersnitz asked for a loaf brown and some milk, please.

The wind played his trick.

The postman heard “a coat brown silk, please.”

Section 3 – The postman said “brown silk coat.” Jimmy heard “brown silky goat,” etc.

3. Tell the pupils that, if they have noted all the important details, the story should be outlined on the board.
4. Read the outline and discuss its completeness. Consider whether any of the details included should be omitted.
5. Pupils may be able to give examples of similar misunderstandings due to careless listening.
6. In another lesson you might have a pupil re-tell each section of the story, using the outline as a guide.
7. Pupils will enjoy a re-reading of the story during a further story period.

Story:

THE WIND AND THE LOAF

1. Once upon a time a little wind grew tired of playing with the leaves and decided to have some fun. “I could tangle up some washing on the lines,” he thought, “but I’ve done that before. I could blow down a TV aerial or two, but that’s not much fun, either. I know what I’ll do.” And the wind went skipping over the rooftops looking for someone to play a new trick on.

2. Now it happened that this was Saturday, and Saturday was the day that old Mrs. Poompersnitz always had baked beans and brown bread for her supper. But today when she peeked in the high cupboard there was nothing left but the dry heel of the loaf. Just then she saw the postman coming up the hill.

“Oh, Mr. Postman,” she called from the window. “Do stop at the store and tell them to send me up a loaf brown and some milk, please.”

The little wind had been lurking around the window and now he laughed as he caught the

words and twisted the sounds around and snuffled and muffled and gruffled them until by the time he tossed them to the postman they sounded like this.

“Oh, Mr. Postman, do stop at the store and tell them to send me up a coat brown silk, please.”

3. “Brown silk coat for Mrs. Poompersnitz,” the postman said as he marched down the hill. “Brown silk coat, well, that’s easy enough to remember.”

By and by the postman grew tired and he sat down to rest. Soon he saw Jimmy Newsboy pedalling furiously along on his bicycle. “Ah, he goes right by the store, and my feet are so tired,” the postman thought.

“Jimmy Newsboy,” he called. “Do stop at the store and tell them to send Mrs. Poompersnitz a brown silk coat, please.”

How the little wind gurgled and laughed over that one. And when he threw it back, what Jimmie heard was this:

“A brown, silky goat, please.”

4. "Ho, ho, a brown, silky goat, please," Jimmie sang as he pedalled off. But by and by he saw some boys playing ball and he stopped to play with them. As he swung off his bicycle he saw little Mr. Tottersby walking slowly down the street with a market basket over his arm.

"Oh, Mr. Tottersby," Jimmie called. "Do tell them at the store to send up to Mrs. Poompersnitz a brown, silky goat, please."

"Oh," shrieked the wind, "this is just too funny. I'll play this trick once more, and then I'm off up the hill to see Mrs. Poompersnitz' face when she sees what she gets from the store."

5. "Tut, tut," said Mr. Tottersby as he tottered along. "Whatever does Mrs. Poompersnitz want with . . . oh, well, it's her business, I'm sure, and she's likely trying some of those new TV recipes."

Mr. Tottersby went into the big store and picked out his groceries. Then he looked and looked all along the shelves, but he didn't see anything that could be what Mrs. Poompersnitz wanted. So he went to the cashier's desk, paid his bill, and started away.

"Will that be all?" asked the cashier.

"Oh, dear, I almost forgot," said Mr. Tottersby. "Send up some ground frilly trout sneeze to Mrs. Poompersnitz."

"Some wh-a-a-a-at?" said the cashier.

"Some ground frilly trout sneeze," Mr. Tottersby repeated and left the store at once.

6. "I'll call the wholesaler," the grocer said, when the tired clerks had finished searching the shelves. "It must be a new kind of something . . . toothpaste, perhaps, or a soft drink. I shall have to order a lot because everyone will be asking for it."

"Never heard of it," said the wholesaler, banging down the telephone. "Ground frilly trout sneeze, indeed."

Just then the newsboy came into the store.

"Jimmie," said the grocer, "tell me, did you ever hear of ground frilly trout sneeze? You listen to the radio, watch TV, and all that. It's something that Mrs. Poompersnitz wants us to deliver. Mr. Tottersby told us."

Jimmie whooped with laughter. "I guess he heard me wrong," he giggled. "Mr. Postman told me to tell you and I told Mr. Tottersby to tell you. What Mrs. Poompersnitz wants, really, is a brown goat. One with silky fur."

7. The grocer sighed. "This is a grocery store, not a pet shop," he said, "but for old Mrs. Poompersnitz I will get a brown goat with silky hair. After all, she is one of my best customers."

Mrs. Poompersnitz was just taking the bean crock from the oven when she heard a rap at her door. "That must be the delivery boy with my brown loaf," she said and ran to the door.

The little wind giggled and gurgled around the door and hugged itself with mischief. It ruffled the brown silky hair on the little goat's back and made the bell around its neck tinkle.

Mrs. Poompersnitz opened the door.

"Here you are," boomed the grocer. "Here is the brown silky goat you told the postman to have me send up. And, believe me, it's a whole lot easier to find a brown silky goat than ground frilly trout sneeze."

"Whatever are you talking about?" said Mrs. Poompersnitz. "And where is my Saturday loaf?" But the grocer was already far down the hill, with the little wind pushing after him.

"Well, it can't be helped now," Mrs. Poompersnitz sighed. "I suppose I'll have to keep it. It really is quite pretty, and I will have milk and cheese without having to go to the store."

So she picked up the rope and led the ground frilly trout sneeze, brown silky goat, please, brown silk coat, please, brown loaf and milk, please . . . into her little barn. And the goat is still there.

Gloria Logan

LESSON 49

- Purposes:**
- to prepare pupils for learning to outline, mentally, material to which they listen;
 - to teach pupils to note details as they listen, and make an outline of a selection.

Suggested Procedure: 1. Tell the pupils you will read them a selection, the *main idea* of which is "Camels are well fitted to travel on the desert." (Write this on the board as a main heading.)

2. Instruct the pupils to listen as you read the selection and find the ways in which the camel is suited to desert travel.

3. Depending on the maturity of your group, either

- (a) write the three sub-headings
1. Water
 2. Food
 3. Sand

under the main heading and ask the pupils to give you details to list under each,

or (b) elicit the three sub-headings from the class by asking what three main problems the camel was able to handle better than other animals. Write them under the main heading and then have pupils give details to complete the outline.

4. Re-read the selection while pupils listen and check the outline for completeness.

Selection:

SHIPS OF THE DESERT

Camels live in desert places. Sometimes they are called the 'ships of the desert' because they are used to carrying people and goods across the miles and miles of dry, sandy desert. Most animals could not live on such a trip, but a camel can.

Water is very scarce on a desert trip, but a camel doesn't really suffer. He can drink a great deal at one time. After he has had all he wants to drink, he can go for several days without any more water.

There are not very many plants in the desert. Most animals would starve there but the camel has strong teeth so that he can eat the rough, coarse stems other animals would have to pass

by. He can store up food too. The camel's hump is mostly fat and when he can't find any other food, his body can use the fat in his hump.

A camel doesn't mind the sand of the desert, although some other animals can't bear it. The camel has thick pads on his feet to keep him from sinking into the loose sand. He has heavy eyelashes to keep the sand from blowing into his eyes and thick hair in his ears to keep it from blowing into them. He can even close his nose during a sandstorm.

For many, many years, people who travelled across the desert depended on the camel for a safe journey.

LESSON 50

Purposes: to prepare pupils for learning to outline, mentally, material to which they listen;
to teach pupils to note details as they listen, and make an outline of a selection.

Suggested Procedure: 1. Tell the pupils you will read a selection about the winter sleep of some animals.

2. Put the following outline on the board.

Rattlesnakes

- 1.
- 2.

Bats

- 1.
- 2.

Bears, Skunks, Woodchucks

- 1.
- 2.

Frogs, Toads

- 1.
- 2.

Hibernation

- 1.
- 2.
- 3.
- 4.

Since there are more headings than in the previous lesson it seems advisable to provide the basic outline. Discuss the headings and instruct the pupils to listen for details to complete the outline.

3. Complete the outline.
4. Re-read the lesson while pupils watch to check the outline for completeness.

Selection:

WINTER SLEEP

Many animals do not worry about the cold winter days. When fall comes, they creep off and find a hiding place where they can sleep the winter away.

Rattlesnakes gather together in dens among the rocks.

Bats fly to favorite caves and hang upside down in the dark.

Bears, skunks, and woodchucks are very fat by autumn. They waddle off to sleep in caves or in holes in the ground.

Frogs and toads burrow deep in the mud and spend the long winter there. They sleep so soundly that they wouldn't even feel it if they were jabbed with a pin.

The animals' winter sleep is not like an ordinary sleep. It is called hibernation. The hibernating animal's heart beats slowly and he breathes very slowly and lightly. He becomes so cold he almost seems dead.

But in the spring he comes out of his winter home ready to enjoy the summer months.

LESSON 51

Purpose: to teach pupils to:
think ahead as they listen to a story and predict what succeeding events will be.

Suggested Procedure:

Note: The underlining is related to Lesson 55.

1. Read the story in sections. At the end of each section, have the pupils suggest what is likely to happen next. Discuss with them the incidents in the story and in their own experience that led them to make a particular prediction.

2. Read the next section. Have the pupils check their prediction, when necessary locating the clues that misled them or which they had interpreted incorrectly.

Have them make a new prediction for the next section.

3. Repeat the procedure as each subsequent section is read.

4. Read the story as a whole.

Story:**THE LION-HEARTED KITTEN**

1. Once there was a striped kitten with yellow eyes and a black nose. He was only a very little kitten but he had the heart of a lion. He was as brave as he could be, and one day he started out to conquer the world. The path he took led through a big black wood, and down this path the kitten stalked very proudly, with his head held as high as possible.

Pretty soon, along came a big gray wolf.

"Grumble tumble in the jungle, I'm hungry!" growled the wolf, for this is what the wolves say when they are going to eat you up.

2. Now it is all very well to be brave in a crisis, but it is even better to be clever too. This the kitten knew, so without showing any fear he said boldly:

"O Mr. Wolf, I was just looking for you. My great-aunt the tigress told me to ask you the way to roast lamb. She says you know so much more about such things than she."

3. The wolf was impressed and a little flattered. But he was also a bit suspicious of

this small kitten, and so he said:

"Tell your great-aunt the tigress that I roast lamb the same way that I roast kitten."

4. This really frightened the kitten, but he pretended great unconcern and retorted:

"Of course, Mr. Wolf, if you really wish me to tell her that, I will do so; but my great-aunt the tigress is rather short of temper and she might take offense at what you say; she has kittens of her own and a great many little nieces and nephews."

"Hmmm," murmured the wolf gazing thoughtfully at the kitten who had begun to wash its face, "you may tell her that roast lamb tastes nice with sage and onions." He turned and ran into the wood.

The kitten trotted on along the path and suddenly around a corner he came face to face with a great big enormous snake who was hanging from the branch of a tree just over the path.

"Hiss swish, wish a dish for dinner!" hissed the snake, for that is what the snakes say when they are going to eat you up.

5. "O Miss Boa Constrictor," cried the kitten (for that was the snake's name), "I have been looking for you everywhere. My great-aunt the tigress wishes to know the best way to catch birds. She says that you are so clever at it, and she would be much obliged for some advice on the subject."

Now snakes catch little creatures by staring in their eyes till they are so frightened they dare not move; the boa constrictor said:

"Watch me and I'll show you," for she thought the little kitten looked quite fat and delicious.

6. But the kitten was far too wise for that, so he simply looked hard beyond the snake and called out:

"Well, I do declare, if that isn't my great-aunt the tigress herself coming this way now!"

7. The snake whipped round quickly for fear the tigress was creeping up behind her, and while she looked back, the kitten escaped into the wood.

The brave little kitten ran on and on till by and by very suddenly round a big tree he came face to face with the tigress herself.

This time the kitten for all his courage was much alarmed.

8. His breath came fast and his heart beat rapidly, but his wits did not forsake him.

"O Aunty Tigress," he gasped, "I have been hunting and hunting for you till I am all out of breath. My mother, the golden tigress of the next forest but one, wishes to know what it

is your kittens eat which makes them so big and fat. She is worried about me because I am so very small." — After this speech the kitten held his breath, waiting for the tigress to reply.

9. For a long time the tigress looked at the kitten and sniffed at the kitten and put her head on one side and considered the kitten. And after a while she came to the conclusion that this kitten certainly did look quite like her kittens save for size; and since her own children had grown up and left home she decided it would be nice to adopt another; so giving the kitten a motherly lick of a large kind she said:

"You certainly are much too small, and if you will come home with me I will feed you up and fatten you up and see what I can do."

10. Away they walked together, the kitten not without misgivings, going through the big black wood till they came to the tigress' cave. There the tigress gave the kitten all kinds of meat and bones; and sure enough the kitten began to grow, and he grew and grew and grew until he got to be about as big as a cat. The tigress was then well satisfied, for she said: "You are now exactly the size of my own kittens; this diet has agreed with you."

And so the kitten continued to live happily in the cave cared for and protected by the tigress, but he never grew to be any bigger than a cat.

Peggy Bacon

LESSON 52

Purpose: to teach pupils to:
predict outcomes when listening to folk tales.

Suggested Procedure: 1. Follow the same procedure as that suggested for the previous lesson. In discussing the predictions, emphasize the familiar pattern of the folk tale as a clue.

2. Suggested questions to guide predictions.

Section 1 — Do you suppose he can find the North Wind?

Section 2 — What will the boy do when he finds how gruff the North Wind is?

Section 3 — Will the cloth really do as it is told?

Section 4 — What will happen? What will the Lad do?

Section 5 — What will happen at the inn?

Section 6 — What will happen? What will the Lad do?

Section 7 — What does the Lad plan to do?

3. Discuss the value to be gained from predicting outcomes as we listen. In some classes it will be sufficient to stress the fact that it makes the story more interesting. More advanced groups may recognize that it promotes more thoughtful and concentrated listening. By making listening more active, it makes mind-wandering less probable.

Story:

THE LAD WHO WENT TO THE NORTH WIND

1. Once on a time there was an old widow who had one son, and as she was sick and weak, her son had to go up into the storehouse to fetch cornmeal for cooking; but when he got outside the storehouse, and was just going down the steps, there came the North Wind, puffing and blowing, caught up the cornmeal, and took it away through the air. Then the Lad went back into the storehouse for more; but when he came out again on the steps, if the North Wind didn't come again and carry off the meal with a puff; and, more than that, he did so the third time. At this the Lad got very angry; and as he thought it hard that the North Wind should behave so, he decided he'd just look him up, and ask him to give back his cornmeal.

2. So off he went, but the way was long, and he walked and walked; but at last he came to the North Wind's house.

"Good day!" said the Lad, "and thank you for coming to see us yesterday."

"GOOD DAY!" answered the North Wind, for his voice was loud and gruff, "AND THANKS FOR COMING TO SEE ME. WHAT DO YOU WANT?"

3. "Oh!" answered the Lad, "I only wished to ask you to be so good as to let me have back that cornmeal you took from me on the storehouse steps, for we haven't much to live on; and if you're to go on snapping up the little we have, there'll be nothing for it but to starve."

"I haven't got your cornmeal," said the North Wind; "but if you are in such need, I'll

give you a cloth which will get you everything you want, if you only say, 'Cloth, spread yourself, and serve up all kinds of good dishes!'"

With this the Lad was well content. But, as the way was so long, he couldn't get home in one day, so he turned into an inn on the way; and when they were going to sit down to supper, he laid the cloth on a table which stood in the corner, and said,

"Cloth, spread yourself, and serve up all kinds of good dishes."

4. And immediately the cloth did as it was told; and all who stood by thought it a fine thing but most of all the landlord. So, when all were fast asleep, at dead of night, he took the Lad's cloth, and put another in its place, just like the one he had got from the North Wind, but which couldn't so much as serve up a bit of dry bread.

When the Lad woke, he took his cloth and went off with it, and that day he got home to his mother.

"Now," said he, "I've been to the North Wind's house, and a good fellow he is, for he gave me this cloth, and when I say to it, 'Cloth, spread yourself, and serve up all kinds of good dishes,' I get any sort of food I please."

"All very true, I daresay," said his mother; "but seeing is believing, and I shan't believe it till I see it."

So the Lad drew out a table, laid the cloth on it, and said, "Cloth, spread yourself, and serve up all kinds of good dishes!"

5. But not even a bit of dry bread did the cloth serve up.

"Well," said the Lad, "there's no help for it but to go to the North Wind again;" and away he went.

So he came to where the North Wind lived late in the afternoon.

"Good evening!" said the Lad.

"Good evening!" said the North Wind.

"I want my rights for that cornmeal of ours which you took," said the Lad. "As for that cloth I got, it isn't worth a penny."

"I've got no meal," said the North Wind; "but yonder there is a ram which makes golden dollars as soon as you say to it, 'Ram, ram, make money!'"

So the Lad thought this a fine thing; but as it was too far to get home that day, he turned in for the night at the same inn where he had slept before.

6. Before he called for anything, he tried the truth of what the North Wind had said of the ram, and found it all right; but, when the landlord saw that, he thought it was a famous ram, and, when the Lad had fallen asleep, he took another which couldn't make gold dollars, and changed the two.

Next morning off went the Lad; and when he got home to his mother, he said,

"After all, the North Wind is a jolly fellow; for now he has given me a ram which can make golden dollars if I only say, 'Ram, ram, make money!'"

"All very true, I daresay," said his mother; "but I shan't believe any such stuff until I see the dollars made."

"Ram, ram, make money!" said the Lad.

7. But the ram didn't make anything.

So the Lad went back again to the North Wind, and blew him up and said the ram was worth nothing, and he must have his rights for the meal.

"Well!" said the North Wind; "I've nothing else to give you but that old stick in the corner yonder; but it's a stick of that kind that if you say,

'Stick, stick! lay on!' it beats one till you say,

'Stick, stick! now stop!'"

So as the way was long, the Lad turned in this night too to the landlord; but as he could pretty well guess how things stood as to the cloth and the ram, he lay down at once on the bench and began to snore, as if he were asleep.

8. Now the landlord, who easily saw that the stick must be worth something, hunted up one which was like it, and when he heard the Lad snore, was going to change the two; but just as the landlord was about to take it, the Lad bawled out:

"Stick, stick! lay on!"

So the stick began to beat the landlord, till he jumped over chairs, and tables, and benches, and yelled and roared.

"Oh, my! oh, my! tell the stick to be still, or it will beat me to death, and you can have back both your cloth and your ram."

When the Lad thought the landlord had got enough, he said,

"Stick, stick! now stop!"

Then he took the cloth and put it into his pocket, and went home with his stick in his hand, leading the ram by a cord round its horns; and so he got his rights for the cornmeal he had lost.

Old Norse Tale

LESSON 53

Purposes:

to encourage pupils to:

enjoy unusual word usage;

concentrate on finding and recalling meanings of unfamiliar words as they listen.

Suggested Procedure:

1. Before reading the story tell the pupils that it is about a funny old man who has a strange way of speaking, that if they are to enjoy the story they must listen very closely for the new words he uses and find out what each means.

2. Read to the end of Section 1. List the following words on the board: *master, bed, trousers, cat, fire, water, house*. Have the pupils give the new word(s) for each and write it on the board.

3. Instruct the pupils to listen again to how each word is used as you re-read the story. Warn them to listen closely to understand the surprise ending you will read.

Read the entire story.

4. Develop a translation of the last paragraph on the board.

Story:

MASTER OF ALL MASTERS

1. A girl went out to find a job as a servant. A funny-looking old gentleman hired her to look after his house. When she got there, he told her that he had something to teach her, for that in his house he had his own names for things.

He said to her: "What will you call me?"

"Master or mister, or whatever you please, sir," says she.

He said: "You must call me 'master of all masters.' And what would you call this?" pointing to his bed.

"Bed or couch, or whatever you please, sir."

"No, that's my 'barnacle.' And what do you call these?" said he pointing to his pantaloons.

"Breeches or trousers, or whatever you please, sir."

"You must call them 'squibs and crackers.' And what would you call her?" pointing to the cat.

"Cat or kit, or whatever you please, sir."

"You must call her 'white-faced simminy.'"

And this now," showing the fire, "what would you call this?"

"Fire or flame, or whatever you please, sir."

"You must call it 'hot cockalorum,' and what this?" he went on, pointing to the water.

"Water or wet, or whatever you please, sir."

"No, 'pondalorum' is its name. And what do you call all this?" asked he as he pointed to the house.

"House or cottage, or whatever you please, sir."

"You must call it 'high topper mountain.'"

2. That very night the servant woke her master up in a fright and said: "Master of all masters, get out of your barnacle and put on your squibs and crackers. For white-faced simminy has got a spark of hot cockalorum on its tail, and unless you get some pondalorum, high topper mountain will be all on hot cockalorum" That's all.

Old Tale

LESSON 54

Purpose: to have pupils learn to:
choose the correct meaning of a word in context.

(Note that in listening, spelling is no guide to word meaning.)

Suggested Procedure: 1. Write the following words in a row across the board:
fair, rule, bay, mind, foot, ball, steal, place, paper, ring.

2. Tell the pupils that each of these words can mean different things; and that some words that are pronounced the same as these are written differently. Instruct them to listen for one of the listed words in each sentence you read and to think what it means in that sentence.

3. Read the following sentences. After each sentence have the underlined word defined. Write the definition under the appropriate key word. If the word in the sentence is a homonym of the key word, *write it* along with the definition and point out the difference in spelling.

Note: You may prefer to use only four or five words in one lesson.

4. After completing the exercise, have the pupils use the words in sentences to illustrate the several meanings.

5. Have pupils offer further meanings where possible.

Sentences:

1. I must find the paper and look for the report about the traffic accident.
2. Cinderella met the prince at a wonderful ball.
3. The prince will someday rule over a great kingdom.
4. Will he rule in a fair and kind way?
5. Did Cinderella mind losing her glass slipper?
6. The steel beams were erected for the new apartment building.
7. The crowd was waiting for the boxers to come into the ring.
8. The robber will try to steal along the hedge where he won't be seen.
9. Place the flowers in the centre of the table.
10. The big bay was galloping around the field.
11. The speedboat zoomed around the bay.
12. Be sure it is one foot long.
13. The little calf will bawl until someone comes to feed it.
14. Where is the right place to go to buy a coat?
15. "That's a fair ball," the umpire said.
16. Rule your page before you begin work.
17. "My mind is made up," said Grandpa.
18. The Robertsons built their cabin at the foot of a mountain.
19. "Will you paper the living room again?"
20. Maybe the phone did ring, but I didn't hear it.
21. A fair day is good for a picnic.
22. You will have to go on foot.

LESSON 55

Purpose: to encourage pupils to:
 enjoy picturesque language as they listen to a story.

Selection: The Lion-Hearted Kitten (See Lesson 51)

Suggested Procedure: 1. Have the pupils recall the story "The Lion-Hearted Kitten."
Discuss the title, bringing out the significance of the term "Lion-Hearted."

2. Comment that the author used many other words in the story that helped to make it more interesting for us.

3. Re-read the story, pausing after each section to discuss the underlined phrases or sentences. Use questions such as the following to focus attention on them.

heart of a lion;) as brave as he could be.)	—	What two ways does the author tell us the kitten is very brave?
to conquer the world	—	What is the kitten starting out to do? What does this mean? Did he succeed?
the kitten stalked	—	What word tells how the kitten walked? (Have a pupil demonstrate the meaning of the word.)
"Grumble tumble, etc."	—	Why does the wolf say, "Grumble tumble, etc." instead of simply stating he's going to eat the kitten? (It makes the story more fun.)
a great big enormous snake	—	How big was the snake? What kind was it?
"Hiss swish, etc."	—	(see Grumble tumble.)
the snake whipped around	—	How fast did the snake move?
creeping up behind her	—	Why wouldn't she have heard the tiger?
his breath came fast) his heart beat rapidly)	—	How do you know the kitten is really frightened this time?
I have been hunting and hunting) I am all out of breath)	—	How does the kitten make it sound as if he has really wanted to find the tigress?
held his breath	—	How do you know the kitten doesn't really think the tigress will believe him?

4. Read the whole story as the pupils listen to the phrases in total context. Later they might demonstrate their understanding of them by dramatizing the story.

LESSON 56

Purpose: to encourage pupils to:
enjoy picturesque language as they listen to a story.

Suggested Procedure: 1. Read the entire story. This may be done in a story period prior to the lesson.

2. Re-read the story in sections. Direct questions, or other methods of focussing attention on the underlined words or phrases, are suggested for each section.

Section 1 – **What words help you to see how Mother Goose looked when she woke up? How does the author help you hear the sounds in the goose nest?**

Section 2 – **Have pupils pronounce the words, “Bang whappety snap flapp” to show the noise the egg made. Compare the way the two goslings came out of the eggs.**

Section 3 – **How does the author say the goose looks? How does this make you think she feels about her babies?**

Section 4 – **What two words show that Mother Goose used a very different tone after the little goose talked back to her?**

Section 5 – **What names have been given to the geese? Why are they good names? Discuss Late One’s entrance into the world.**

Section 6 – **Read each of the underlined phrases, and have pupils imitate the geese, guided by the phrases.**

Section 7 – **Why did Mother Goose count to six? What do we usually do instead? What shows Late One is really a good name for this goose?**

Section 8 – **How does the author say that Late One sank to the bottom of the pond? How does he describe her swimming?**

Section 9 – **What would you call Tall One’s game? How does he play it?**

Section 10 – **How did Mother Goose cure Late One of being late?**

Note: There are many other examples of picturesque word usage in the story. You may prefer to discuss some of these, but it is suggested that the number considered not be excessive.

3. Read the entire story, if necessary during a later period.

Story:

GOOSEFEATHERS

1. Mother Goose blinked. She unfolded her long white neck and peered under her soft feathery breast to see what had awakened her so early in the morning. Three goose eggs lay secure in the warm hollow of the nest.

"Quark," said Mother Goose softly.

"Knock," said the first egg. "Knickety, knoo, knock."

Mother Goose's eyes popped.

2. She waited, and then, squiggle and push the shell cracked open, and Small One wriggled free.

"You are in an awful rush," said Mother Goose. She lifted a wing and flapped the first goosechild under her warm feathers.

"Bang," said the second egg. "Whappety, snap, flapp!"

"What a racket," said Mother Goose. She arched her long neck, reached beneath her feathers, and gave the noisy egg a thump with her hard orange bill.

The egg rocked for a moment, and then, jiggle and pry the shell of the second egg flew apart, and Tall One poked his long neck forward to have a look at his new world.

3. "Quark-honk," exclaimed Mother Goose, "there'll be time enough to see the world." She gave her wings a flap and settled the second goosechild under her other wing. She sat prim and trim as a sailing ship at rest. Suddenly she remembered her third egg. She arched her long neck and peeked under her warm breast feathers.

4. "Time to hatch," she said.

Nothing happened.

"Quark!" she said. She turned the egg over. "Come along now," she coaxed. "Time to hatch, Late One."

"D'ruther not," said a sleepy voice.

Mother Goose blinked one eye. "What was that?"

"D'ruther not," said the egg, and this time Mother Goose could not mistake the words.

"What kind of nonsense have we here?" snapped Mother Goose rising from the nest.

5. She gave the egg a thump and a whack. Two splinters of shell fell into the nest. She turned

the egg over. She poked it. The shell parted, and Late One uncurled a long neck from a folded-up body and peered over the nest at the world around her.

"How uninteresting," said Late One. She yawned and folded her long neck back across her body between a pair of fuzzy yellow wings.

6. "Quark-honk," gasped Mother Goose. "What revolting manners!"

Small One and Tall One wriggled and poked two yellow bills through the warm feathers till they stood on the edge of the nest. They blinked one eye and then they blinked another eye. Green grass lay like a carpet all over the farmyard.

"Quark-honk," warned Mother Goose, as they tumbled down, picked themselves up, and put one webbed foot in front of the other.

Mother Goose flapped her wings and rose up to nudge Late One, but her third goosechild was fast asleep.

"Peep-peep-peep . . ."

Mother Goose stretched her long neck to the left and then to the right. Small One and Tall One were chanting a goosesong. "Peep-peep-peep . . ."

"Quark-honk," said Mother Goose anxiously, as her two adventurous goosechildren journeyed farther and farther from the round warm nest.

"Problems," said Mother Goose. "I've got problems. Here it is, almost noon. Late One is still asleep, Tall One and Small One haven't had their breakfast, and nobody has had a swimming lesson."

She ruffled her feathers and flapped a wing and poked the sleepy goosechild until Late One fell over the edge of the warm nest and onto the carpet of green grass.

"Peep-eep," cried Late One, rolling and blinking her sleepy eyes.

Mother Goose marched across the green grass to the edge of the round pond. She called the goosechildren to her and showed them the thick clusters of seeds in the tall grass.

7. She cut the grass with her sharp orange bill and watched Small One and Tall One gobble up the fat shiny pieces. "Quark," she said and gave Late One a little push. "Hurry, Late One, or you won't get any breakfast."

"Peep-eep-eep," cried Late One.

"Quark-honk," scolded Mother Goose crossly.

"Can't," said Late One.

"Can't what?" said Mother Goose.

"Can't eat seeds," cried Late One.

Mother Goose sat back on her flat webbed feet, counted very slowly to six, and then opened her bill and spoke. "All goosechildren eat seeds."

Late One rolled her eyes and blinked. Then she began searching through the blades of grass. "But I can't find any seeds."

"You are a hopeless goosechild," said Mother Goose and began cutting the tall grass so that seeds fell in a shower at Late One's feet.

Late One tried one seed and then she tried another. She ate and she ate until all the seeds were gobbled up. Then she looked up and saw that Mother Goose was giving Small One and Tall One a swimming lesson in the pond. "I'm still hungry," she called.

"Later," said Mother Goose. "Time for your swim now. Come along in, the water's nice and bubbly."

She flapped her wings and shuffled her feathers and dived to the bottom of the pond.

"Peep-peep-peep," chorused Small One and Tall One and dived in after her.

Mother Goose came to the surface trailing a long tender shoot of grass from her orange bill. Soon Small One and Tall One were diving for the sweet grass shoots at the bottom of the pond.

"Peep-eep-eep," cried Late One alone on the bank.

Mother Goose paddled her flat webbed feet and swooped through the water to shore. "You are a silly, hopeless goose," she said to Late One. "You didn't want to hatch from your egg. You didn't want to get out of the nest. You couldn't eat grass seeds. And now you're afraid to go for a swim."

Late One opened her bill, but before she could finish her first "Peep-eep," Mother Goose had tumbled her into the sunlit water of the pond.

8. Late One felt the sparkly bottom come up to meet her. Just as she was going to touch it she turned her yellow bill up and aimed for the surface. "Peep-eep," she cried as she gasped for air. "Peep-eep!"

She paddled furiously, her pink webbed feet beating the bubbly water.

9. "Look, Late One is swimming," Small One said.

"Peep-peep-peep," laughed Tall One, playing "Now-you-see-me-now-you-don't" through the water.

Late One paddled faster and faster and faster. "Look at me," she said. "Just look at me swim."

"Come along now, back to the nest, all of you," said Mother Goose.

"But I can swim," said Late One. "I can. Really I can."

"Of course you can swim," said Mother Goose. "You hatched out of a goose egg, didn't you? You tumbled out of your nest, didn't you? You ate grass seeds, didn't you? Of course you can swim."

Mother Goose sailed out of the water, ruffled her feathers, and flapped her wings. "Time to go home."

Small One tumbled up the bank. Tall One beat his wings and thumped and whacked until he stood on the carpet of green grass.

10. "Peep-eep," cried Late One, "I won't go home."

Mother Goose whirled around, and with one push of her webbed feet, shot over the water. Her orange bill stabbed through Late One's downy yellow feathers. Down went the hard bill, down to the soft pink skin. Peep-eep!

Late One screamed and flapped her wings, and, goosefeathers! she was up the bank and over the grass. She passed Small One and Tall One and tumbled into the nest.

"Quark-honk," said Mother Goose. "'Can't' is one thing, 'won't' is something else!"

Small One and Tall One ran over the grass to the nest.

Late One stretched her long neck over the edge of the nest and blinked her round eyes. "Look at me. I'm in the nest. I beat everybody."

Mother Goose ruffled her feathers and flapped her wings and settled her three goosechildren into place.

L. Johanne Stemo

LESSON 57

Purpose: to teach pupils to:
recognize analogous relationships when listening to poetry.

- Suggested Procedure:**
1. Introduce the title of the poem. Instruct the pupils to listen as you read the poem, and find out if the writer really means that the wind is a cat. Read the poem.
 2. Instruct the pupils to listen, as you re-read the poem and find as many ways as possible in which the author feels the wind resembles a cat.
 3. Instruct the pupils to listen as you re-read the poem, for words that we usually use to describe *cats* rather than the *wind*. (*pouncing, prowls, scratches, purrs, etc.*)
 4. Re-read and talk about each stanza. (Encourage them to evaluate each comparison. Have the pupils try and recall the sound of the wind in each of the situations described.)
- Lead them to recognize the similarities in the moods of a cat and of the wind. For example, the last stanza recounts typical behavior of each: a flurry of activity followed by a quiet period.
5. Read the entire poem.

Poem:**WIND IS A CAT**

Wind is a cat
That prowls in the night,
Now in a valley,
Now on a height,

Pouncing on houses
Till folks in their beds
Draw all the covers
Over their heads.

It sings to the moon,
It scratches at doors;
It lashes its tail
Around chimneys, and roars.

It claws at the clouds
Till it fringes their silk,
It laps up the dawn
Like a saucer of milk;

Then, chasing the stars
To the tops of the firs,
Curls down for a nap
And purrs and purrs.

Ethel Romig Fuller

LESSON 58

Purpose: to teach pupils to:
recognize analogous relationships as they listen to poetry.

Suggested Procedure: 1. Several brief poems are suggested for your use. You may wish to use each in a separate lesson. In the first selection, the comparison is definitely stated; in the last it is only implied.

Read each poem and have the pupils

- (a) note the comparison being made;
- (b) discuss the appropriateness of the comparison;
- (c) relate their own observations to the picture presented by the author.

2. Re-read the poem.

FOG

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

Carl Sandburg

THE RAIN HAS SILVER SANDALS

The rain has silver sandals
For dancing in the spring
And shoes with golden tassels
For summer's frolicking.
Her winter boots have hobnails
Of ice from heel to toe,
Which now and then she changes
For moccasins of snow.

May Justus

BROOMS

On stormy days
When the wind is high
Tall trees are brooms
Sweeping the sky.

They swish their branches
In buckets of rain,
And swash and sweep it
Blue again.

Dorothy Aldis

THE TOASTER (Note: Read this poem *without* the title.)

A silver-scaled dragon with jaws flaming red
Sits at my elbow and toasts my bread.
I hand him fat slices, and then, one by one
He hands them back when he sees they are done.

William Jay Smith

LESSON 59

Purpose: to develop the habit of forming sensory images when listening.

Suggested Procedure: 1. Ask the pupils to listen to the sounds as you read Section 1.
Ask for the best word to complete this statement: *Everything is so _____*.

2. Repeat the same procedure with Section 2. Encourage use of words other than *quiet*. (*still, silent, peaceful, hushed*)

3. Have the pupils compare the two sections in respect to (a) the way Teddy amused himself; (b) the things he heard; (c) the way things moved.

4. Beginning with "It was an especially cool, silent little forest," re-read each sentence of Section 2. In some cases talk with the pupils about the scenes. (**How does the moss feel under his feet? How do we know the leaf doesn't make a sound as it falls?**) In others, simply let them enjoy the picture.

5. Read Section 3 without comment.

6. Re-read the entire selection in a later period.

Selection:**THE VERY QUIET FOREST**

1. All morning
It seemed like
Teddy had just seen things that were in a hurry,
And just heard things that were making loud noises.
He was tired of noisy, hurrying things.

He was tired of vacuum-sweeping from the living room
And egg-beating from the kitchen
And radio-talking from next door.

He was tired of lawn mowers clipping,
Cars squizzing down the street,
And his little brother hitting
an oatmeal bowl with his spoon.

Teddy got tired of himself even.
He got tired of pounding two boards together
And rattle-banging doors
And yelling for Emmie to come play.

So he went to take a little walk.

2. But he hadn't had much of a walk at all
When he came to a patch of forest,

It was an especially cool, silent little forest,
And he slipped in between two new green trees
To have a look around.

He stood very quietly on top of some nice soft moss
And watched how still
The forest was.

Just above his head,
Was a fat round cherry
Dangling gently from its stem.

In the middle of the forest
Was a silver pool
With a shiny fish skimming along
Near the top.

Up above
A leaf came loose
It floated
 down
 down
 down
And sat very softly on the water.

Grass tops were
Breathing back and forth
In the soft wind.

A baby grasshopper
Hopped quietly
 from leaf
 to leaf
 to leaf.

A creeping caterpillar
Came by
Making very tiny sliding sounds
In the damp grass.

The little boy picked a small leaf
And tickled up and down his arm.
Just for fun.

He took a piece of twig
And made a tiny mark in the smooth mud.

Up in the sky
Two big puffy clouds
Very easily and very gently went ka-bump
Right into each other.

The little boy stood terribly still
And looked ... all ... around.

Then he slipped out between
The two new green trees
And went home.

3. That night
After the little boy had gone to bed
He wiggled down deep in the soft sheets
And thought about his secret forest

Where everything
Was so quiet
And so soft
And so still.

He closed his eyes
And felt the stillness
And heard the stillness,
And ... sh-ss-ss-ss-ss-s
Listen —
Do you?

Carolyn Surratt

LESSON 60

Purpose: to encourage pupils to:
form sensory images as they listen to poetry.

Suggested Procedure:

Note: The sensory images in this poem will be conveyed to the listener only by skilled reading. Keep the discussion to a minimum. Let the pupils listen to, and enjoy, the poem.

1. Present the title of the poem and instruct the pupils to picture the cat moving about the house as you read the first two stanzas.
2. Discuss the different moods of the cat presented.
3. Re-read the first two stanzas and continue with the third, omitting the last line.
4. Talk about the feeling of the child in the cool darkness.
5. Begin "And then —" and complete the poem.
6. Read the entire poem.

Poem:

CAT

My cat
Is quiet.
She moves without a sound.
Sometimes she stretches herself curving
On tiptoe.
Sometimes she crouches low
And creeping.

Sometimes she rubs herself against a chair,
And there
 With a mew and a mew
 And a purrrr purrrr purrrr
 She curls up
 And goes to sleep.

My cat
Lives through a black hole
Under the house.
So one day I
Crawled in after her.
And it was dark
And I sat
And didn't know
Where to go.
And then —

Two yellow-white
Round little lights
Came moving ... moving ... toward me.
And there
With a mew and a mew
 And a purrrr purrrr purrrr
My cat
Rubbed, soft, against me.

And I knew
The lights
Were MY CAT'S EYES
In the dark.

Dorothy Baruch

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